

UBEA Business Education Forum

MAY, 1954

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UNITED BUSINESS EDUCATION ASSOCIATION

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1954



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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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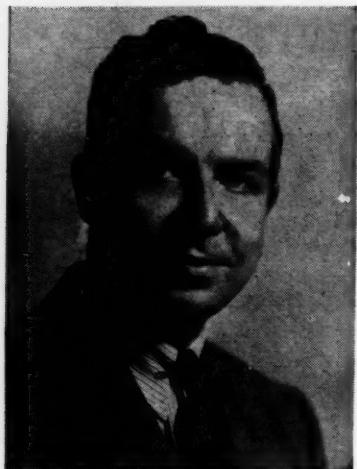
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In This Issue



ERWIN M. KEITHLEY
Office Standards Editor



FRED C. ARCHER
Office Standards Associate Editor

Human Factors Important in

Frederick G. Nichols has repeatedly pointed out in his writings that business teachers are not alone in their failure to recognize the facts about clerical productivity but that employers are quite as blind. He has expressed the belief that these employers would change their views rather quickly if instructors would begin to send them occupationally competent workers instead of potentially trainable ones.

Perhaps the failure of business teachers and employers to make any real progress in improving clerical productivity has been due to conscious or unconscious opposition to change. It is a well-known psychological principle that sparks begin to fly when attempts are made to lead others to depart from habit patterns which are comfortable and well established. This is particularly true when these habit patterns have been productive of results which are *believed* to be satisfactory and which through long use have tended to create an atmosphere of reassurance and stability.

There is little question, today, that we have the technical ability to determine standards. The problem is one of application. The human problem seems to exceed the technical problem in complexity and difficulty. Part of this human problem in business education, of course, as pointed out in the May, 1953, issue of *BUSINESS EDUCATION FORUM*, lies in the lack of time to study the results of research and the lack of authority to put into effective operation the improvements called for.

It is an easy escape, however, to subscribe to the belief that teachers can do nothing about standards because employers do not know what they want. This may be true of many employers, but the job of business educators is to work with these employers to the end of making them conscious of realistic standards. But, you may say, What of *their* opposition to change? The answer: Join 'em! Work with them and convince them that you know your business; incidentally, you'll know your business better if you work with them. You can't overcome resistance to change unless the nature of the change you believe necessary is known to the individuals affected. As long as you and the employer see a different meaning in the nature or purpose of the changes you believe essential, resistance can be expected. If you give the impression that you are using the employer for your own ends, you are doomed. Likewise, if your suggestions show evidence of an attempt to satisfy your own personal desires, progress is unlikely.

Current research to determine the best techniques for gaining acceptance of modern methods supports the *participation approach*. Those who are affected, the approach implies, will accept new ideas and methods more readily if they have a part in making and working out plans for change. Most of us as business teachers have used the *selling approach* to gain acceptance of our ideas. We work out the plans by ourselves and then proceed to *sell* them. This method is commonly used, but it is less commonly successful. Or we use the *consultative approach*. We work out tentative plans and then try to find out the reactions of those affected. This approach implies that the decision will rest with us. Space does not permit further discussion of these methods

Developing Better Business Standards

here, but, if the participation approach is the best way to obtain acceptance of new ideas and methods, the implication for business teachers seems to be that we must *work with* employers on mutually determined projects as a part of further research on clerical standards. We must also *meet with* these employers in their professional organizations, and ask them to meet with ours, and we must *work with* them during summers to discover more about their problems.

So far our discussion has centered largely around employers who do not know what they want. The contributors to this issue of the FORUM cannot be accused of being in that category. Blanchard, Brady, Matthies, Mulligan, Pierce, and Prinz point out approaches to standards which are objective and realistic. They present information about business standards which each of us can understand. If all business teachers could participate *with them* in developing standards in common basic office operations, the results would profoundly affect both office and classroom procedures. However, there are hundreds of other employers throughout the country who have realistic ideas about standards. Why not put yourself in a position to participate with them in the important businesses of finding better ideas and methods for preparing your students for jobs?—ERWIN M. KEITHLEY, *Issue Editor*.

* * * * *

BUSINESS IS DOING SOMETHING ABOUT STANDARDS, WHY DON'T WE? In May, 1953, the feature section of the FORUM was devoted to proposals for improvement of standards of achievement in clerical work and to the description of modern business practices in the measurement of the efficiency of the clerical employee.

This year more business consultants and administrators were invited to comment on the possibilities for the development of better standards for the evaluation of clerical performance. Once again the contributors have not only furnished ideas and principles, but they have described the tangible results of actual on-the-job research.

While each article reflects a slightly different approach and each author has indicated his own personal slant quite frankly, there is a very significant area of common agreement. Time and again the writers mention that the size and cost of office operations have reached staggering proportions. Standards represent the most effective means of controlling the vast amount of clerical work that has to be performed and business has made very important gains in the development of measurement techniques.

Is it not time that business educators became more generally informed about the standards that business has devised? Is it not time that the schools attempted to utilize some of the techniques and ideas which business has perfected to improve the standards for evaluation of business training? Is it not time that our students were made "production standards minded" and "cost conscious"?

If your answer to these questions is "Yes," what are YOU doing about it in YOUR classroom right NOW?—FRED C. ARCHER, *Associate Editor*.

► A careful reading of the articles selected by the editors for this issue will reveal some important material for use in the business education classroom. The feature articles are so practical and timely that you will want to share them with your students and with your friends who are in business.

► In the services section of this issue, the contributors have covered the major areas in business education with some good ideas which should prove helpful in planning for the next school year.

► The Mountain-Plains Region of UBEA has planned a real Texas welcome for business educators who include this convention in their vacation plans. Dallas is not far from any part of the Nation in this day of modern transportation. Also plan now to attend the UBEA meeting and the big "Come-one, Come-all" convention of the NEA in New York City. A UBEA Representative Assembly will be held in connection with each of these conventions.

► The National Council for Business Education (UBEA Executive Board) is again in the spotlight. This group together with the UBEA editors, membership chairmen, and committee members give generously of their time and energy to the UBEA program of action.

► An index of articles published in Volume 8 (October 1953-May 1954) of the FORUM appears in this issue. It is hoped that readers will find this service most helpful in locating the many splendid articles contributed this year.

► Sixteen "Clip 'n Mail" coupons are provided on the wrapper of this issue for your convenience in securing information from FORUM advertisers and services from UBEA. Please remove the wrapper at once, then "Clip 'n Mail" the coupons for the information concerning classroom equipment, services, and textbooks.

► With this issue, the FORUM suspends publication from June through September. If your address in October will be different from the one at which you received this copy of the FORUM, please use "Clip 'n Mail" coupon to notify us of your new address so that your copies of the FORUM will reach you without interruption. Be sure to give the current address as well as the new one to which magazines are to be mailed.—H.P.G.



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THE Forum

A Systems Man Looks at Office Standards

Are school standards completely unrelated to the work-a-day conditions?

By LESLIE MATTHIES
Northrop Aircraft, Incorporated
Anaheim, California

WHY ARE office standards so difficult to pin down? As a systems man who has personally observed hundreds of different office operations, I believe I can point out why the standards are hard to set on anything but the most routine job.

I can point out some of the difficulties you face, but perhaps I cannot tell you so positively what you *can do*.

No one will argue whether standards are worthwhile or not. We all want to know how we compare with something. Are we very good, average, or are we doing a sad, sad job? We need a measurement. However, I have collected data on dozens of studies, supposedly on similar jobs, yet the results vary so much that I distrust the answers.

Office Standards Are Hard To Set

This subject of office standards reminds me of the experience of my office manager friend, John Warner. John's puzzling experience came about shortly after he had employed a young lady we shall call Darlene Alden.

Darlene had been the pride of her instructor. She typed 85-90 words a minute, without an error. Give her dictation at 130 words a minute and she got it all—and she got it all right, too. So John hired her as a stenographer.

A few months later the methods men in John's company made a survey of office work output. When he read the report on stenographic production, he did a double take. When he read the report on Darlene's output, he was stopped cold.

Darlene, top student in her college class, was typing an average of only 24.2 words a minute. Yet that was her only job at the time of the methods study—typing. What happened to the 85-90 word a minute tests?

John Warner had been very careful in his selection of all stenographers, yet the average output figures showed only 24 words a minute. He distrusted the figures so much that he called up the methods supervisor and asked that another industrial engineer be assigned to re-study the output. John certainly didn't want such an "erroneous" report to get to his management.

Low Output Verified

But the re-study by the second engineer verified the correctness of the first figures. Next, John started checking outside his company. Few others had made such a

study, but those few verified the findings. He also found that the national typing output only averages 20.5 words a minute!

What happened to the school test "standards" of 50-75 words a minute? We know those tests are of relatively short duration, and that no girl can be expected to keep up such a rate all through her working day. But should the actual output be such a small fraction of the test result?

Are the school standards completely unrelated to the work-a-day conditions?

What Is a Standard?

Everybody has an idea on what a standard should be. My own definition would be something like this: "The number of *acceptable* work units that can be completed in a given time, under specific *conditions*."

I have emphasized two words. Notice the word "acceptable." I don't think you can say that incorrect work is completed work. And neither can it be acceptable unless the general quality is up to a reasonable point. Is the touch even? Do erasures show up like scars?

In fairness to the operator you must give her an example of what you want and tell her, "Now, this is acceptable. Nothing less than this will do." You had better be reasonable in your quality demands or you will slow down the operator and raise your costs.

Work, to be acceptable, cannot carry typographical errors. The girls in my department produce material for publication, and we show each girl how to read proof correctly. Very few errors go out, but it takes time to read proof.

Studies have indicated that you should add an average of 30 percent of the typing time of the total for proof reading and correcting any errors found. For statistical typewriting, it is closer to 40 percent; for ordinary correspondence 10 percent extra will allow enough time for proof reading.

Sometimes a methods man moves out of his primary field—the factory—and sets up standards on routine office operations. He usually studies the specific job, re-

*Mr. Matthies is supervisor of Administrative Services, Northrop Aircraft, Inc., Anaheim Division; and Secretary of the Los Angeles Chapter, Systems and Procedures Association of America.

"How can industry pass on to the educator a standard that can apply anywhere?"

duces all elements of the work to one "best way," then he establishes standards on the output.

This is a sound way to establish your standard—on the specific job by making a special study of that job and the conditions surrounding it. It is a sound way, *IF*—a real systems analysis job has been done first!

This is an important point. Let's go back to our definition of standards and look at the word "conditions." Sometimes people apply sound methods improvement techniques to relatively crude operations that have had no systems analysis for years—if ever.

An incident happened 12 years ago that was embarrassing to a very capable methods man—a chap who had done a very creditable job in the factory. This man was called upon to speed up the processing of over fifty different forms used to hire a new employee.

Thirty-two girls were doing the work in one large office. This methods man studied their methods of working and was able to make some decided improvements when he put in his better methods. Printed forms were placed in racks within easy reach of each girl. The department reduced processing time from 24 hours to 18 hours, but still needed 27 girls to do the job. "Standards," writeups and all, were set up on the improved operation.

Sixty-five Per Cent Reduction on the "Improvement!"

It was not enough, and management pressed for a complete systems survey. They sent in experienced systems men. These men, tackling the job from a data flow viewpoint, were able to cut the working force from 27 to 8 girls, made obsolete all the "best way" forms racks set up by the methods man, and cut processing time from 18 to 4 hours!

What happened here? Well, the standards were set up too soon. The methods man did not understand systems techniques, was relatively inexperienced in office practices, so he set out to improve the jobs that existed. The systems man, because he *did* know how to reduce systems operations to their fundamentals, eliminated most of "improved" operations. He wiped out most of the "improved" operations by putting in a specialized machine that accomplished most of what the girls had been doing.

How can industry pass on to the educator a standard that can apply anywhere? At what point in the many-step ladder that climbs from the crudest to the smoothest operation do you peg the standard?

Let's consider another example of the difficulties of setting office standards.

Billing—the writing of invoices—is a reasonably routine operation. So you set a standard for typing three-part invoices. You find the average number of key strokes

per invoice and by putting the best methods you can think of into practice, the operator turns out 100 per day on her typewriter. You have allowed for the entire cycle she must go through to produce those 100 invoices. She picks up paper, stuffs carbons, jogs the set together, puts it in her machine, straightens the form in her machine, rolls up to the writing line—then she types.

Next she rolls the set out, extracts the carbons. She goes through a similar cycle for each invoice. Fine! You've set your standard—100 a day, 12.5 an hour—about one every five minutes.

But someone suggests time saving if you get a snapout-carbon-ready form and you buy it. Are the standards the same? The operator no longer shuffles carbons in and out of the papers. You will have to re-study the operation. Perhaps you should get 125 invoices an hour now, and let's say that you do.

Later you find that the invoice work is piling up so you decide on a billing machine. Again you must re-study and set a new standard. With the billing machine you should get 150 invoices a day.

Now somebody says, "Use continuous invoice forms, with floating carbons," and you try it. Again you re-study and your new standard is 175 invoices. Yet on our first reorder of these continuous forms a business associate tells you how much his operator can get done on his billing machine, and he suggests using continuous one-time carbons. You try them and production is now 185 invoices a day.

You say: "This must be it. This is my ultimate standard. This is what I can expect."

But is it? Perhaps a more experienced forms designer can take a look at that set-up you are so proud of and point out that you are using seven tab stops and that by using only three, with a redesigned form, you can cut down the type strokes by 10 percent. You try it on your next reorder of forms and sure enough you can now expect 190 invoices a day.

The gains are smaller now, but you've really got production up there, when, wham, your company decides to call in a systems man of great experience, possibly a chap doing management consultant work, and he makes a systems survey of all accounts receivable operations. He discovers that your data source—the shipping notice—doesn't "interlock" with the invoice. When he gets through explaining "interlock," you realize he means that the data on the form you copy *from* is not at all in the same order as the data on the form you copy *to*.

He straightens that out and your standard makes a big jump again—220 invoices a day. We could go on but this is enough. What, then, does the educator select for "par"?

In many concerns there is no systems man on duty and slow methods are the rule, *not the exception*. In

"The evaluation of clerical productivity is a need of the present and a necessity of the future."

others, the old tyrant running the place wants each operation "left alone." Do you set your standards for his musty office?

At what point on this ladder—from the crudest-of-the-crude on up to the truly streamlined system—do you set your standard?

One Solution

When the school can purchase the equipment, the teacher should duplicate the conditions of the *average* office, then set his standards on the entire cycle of opera-

tions that he teaches in the school. If he is training billing operators, I believe he should at least use continuous forms, if not real billing machines.

Because each office must set its *own* standards, each teaching unit should set its *own*. Undoubtedly, the teachers of industrial engineering subjects would co-operate with other educators in the setting of school standards that will reasonably reflect the "average" standards of the day-to-day office operations carried on in the business world.

Clerical Productivity and Business Education

By PAUL B. MULLIGAN
Paul B. Mulligan & Company
New York, N. Y.

THE EVALUATION of clerical productivity is a need of the present and a necessity of the future. Recognition must be given from the outset to the simple fact that the well-being of an economy depends upon the quantity and true value of the goods that it creates and exchanges. It is a form of mass community teamwork. Each person, through his specialized abilities, is satisfying the needs of all of the others. Simultaneously, he should be obtaining the means of meeting his own needs through the efforts of those whom he has satisfied. Such would be the well-balanced economy, and each would gain proportionately—depending upon the degree to which he could satisfy the needs of others. However, it must be admitted that the foregoing is an objective—not a total attainment—upon which our country's economy was founded. Since it is still an objective, we must consider the relationship of the office employee to the circumstances, and, in turn, the need for and the means of evaluating clerical productivity.

We must admit the need for the office worker for the purposes of administration, accounting, and control. Nevertheless, we must also admit that he contributes only indirectly to the value of the articles produced for exchange in the marts of the economy. This contribution necessarily diminishes with each increase in the number of indirect personnel beyond the needs of reasonable and satisfactory service. The price of the goods can be increased without adding to the intrinsic value of the commodity. Potentially productive personnel can be placed on the wrong side of the ledger, and the result can reduce total output at higher cost for the economy. It is true that discussion to this point has been theoret-

ical, but it is indicative of the need for practical consideration, when the economic trends of our times are viewed objectively.

For this latter purpose, it might be well to return to the turn of the century when the efforts of many pioneers of scientific management were beginning to influence our growing industrial economy. There are four important trends through the years up until our own times, and their inter-relationships point to the importance of business education and the measurement of clerical productivity. Using the year of 1900 as a base, the following percentage increases are to be found nationally in each category.

	<i>Increase</i>
Population	199%
Industrial Productivity	570%
Factory Employee	180%
Clerical	830%

Thus, we discover that the number of producing persons in our economy is slightly under the number of citizens—relatively—in the year 1900. Nevertheless, the productivity of the goods which are used and enjoyed each day has increased by 570 per cent. This is clearly a reflection of the impact of technological advances during that period. Obviously, there were many reasons for this trend, since all progress in human knowledge is bound to add to the well-being of our economy. Scientific management was only one contributing factor, but it must be considered a significant one. Its influence was slow at first, but its contemporary wide acceptance must be assumed to be reflected in the upswing of the productivity curve during our own times.

The house of the "direct worker" is in comparatively good order, and we must turn to the application of the

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"The path to economical and dependable clerical performance lies with engineered standard time data."

same successful principles to the affairs of his confrere—the “indirect worker.” Here, we find that his numbers have increased by 830 per cent, or a rate equivalent to 417 per cent faster than the population growth of the country. Returning to the concept that beyond a reasonable point the office employee contributes nothing to the value of an article produced, we come back with facts to show the need for clerical work measurement. This is stated as an economic need, and not as a desire to assess office work as a commodity to be purchased. The best interests of all within any enterprise, or commonwealth, require the most advantageous utilization of personnel and the opportunity for advancement on the part of those most qualified.

There have been those who have contended in business publications that the justification of the importance of office management positions is relative to the number of subordinate personnel. The fact is that the true justification lies in the relationship of such numbers to the volume of work to be done and determined only through true work measurement. Only by fairly justifying the return to the individual—superior and subordinate—can the benefit of the entire commonwealth be accomplished.

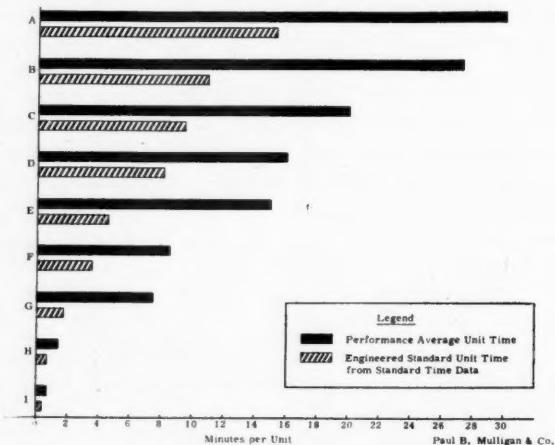
Thus far, we have been concerned with the necessity for, and philosophy of, clerical productivity determination. The subject is not new to recent years, since the need has become so apparent. Unfortunately, this recognition has occurred on the part of the non-technical executives to whom the larger part of office employees are responsible. The word “unfortunately” is used because these circumstances bring about a brushing-aside of the seventy-year history, and practitioner’s experience, of true time study. The entire science began with the dissatisfaction of Frederick W. Taylor in 1881, when he observed that piece rates were determined in the most arbitrary fashion. We must avoid in today’s office problems the unscientific practices of pre-Taylor days.

The question most pertinent to office work measurement today is, “Why ‘engineered’ performance standards?” There has been an unfortunate tendency for those embarking on a measurement program to tend toward developing “yardsticks” through mere statistical averaging of clerical output over a period of time. A recent magazine article contained the following statement:

Except in those cases in which a basis for an incentive wage is sought, time studies are not generally recommended for office and clerical work, because of the expense involved and the resistance of clerical workers. . . . For the purposes of initiating a program of clerical work measurement, the development and use of statistical reports of work performed offer the simplest, least costly and most effective method.

This viewpoint reflects the very crude practices that led Taylor into his time study investigations in the first place. This is supported by one of our recent studies of an office that had been functioning under such statistical “yardsticks” for a period of years. Exhibit I shows the comparison, for each of nine functions, between unit times determined from performance averages and the standards established in accordance with accepted industrial engineering practices. In each instance, the engineered standard is approximately half of the averaged “yardstick”—even though the portion of the sample showing the best performances was used in determining the latter statistically. It cannot be stated that this condition would exist to the same extent in all offices measured through performance averages. Nevertheless, if the source data are nothing more than employees output records, the approach involves the averaging of performance statistics regardless of the care used. Production records are historical records and not analytical records. They show what was actually produced, but they are not very helpful as a guide to what reasonably should be produced. In effect, they set a goal which the office force should not fall below rather than one which it can and should attain. The path to economical and dependable clerical performance measurement lies with engineered standard time data.

EXHIBIT I . . . A comparison of the performance average unit times with engineered standard unit times.



The History of Work Measurement

It would be impossible to recapitulate within a few pages the short, but fascinating pages of the History of Scientific Management. But, its history should not be overlooked because of brevity.

Scientific time study began in 1881 with Taylor’s early experiments at the Midvale Steel Company. Piece rates existed prior to that time, but they were crude affairs

"Students should be tutored in the rudiments of work measurement."

with the standards set in arbitrary ways. Results were unsatisfactory to Taylor's perceiving eye, and he sought a dependable means of determining a "fair day's work" for a qualified man. He wanted performance standards on all types of industrial activities in order that maximum output might be achieved through proper planning, control, and compensation. It was the custom of the period to estimate production expectancies for piece rate purposes merely on the basis of the experience of the particular shop foreman involved. It has been said that experience is the best teacher—her pupils have the "marks" to prove it.

Thus, the science of time study was born. It has been defined as a searching analysis and timing of each of the elements constituting a given task, which must be performed by a properly trained worker to perform a unit of work.

Exhibit II is an example of a simple office time study made on an operator multiplying three digit by two digit problems on a desk model Monroe Calculator. The work cycle has been divided into the following elements for detailed analysis:

A—Clear machine and insert multiplicand

B—Operate machine

C—Write product on work-paper

EXHIBIT II

TIME STUDY SHEET

STUDY NO. I		PAUL & MULLIGAN & CO. MANAGEMENT CONSULTANTS 409 LEXINGTON AVENUE NEW YORK 17, N.Y.			TIME STOP 4.63		
OPERATION-Multiplications on Desk Model Monroe Calculator		OBSERVER F.B.III.			TIME START -		
DATE June 13, 1944					ELAPSED TIME 4.63		
DEPARTMENT	EMPLOYEE Miss E. Owens	Sy	READ	EX	NOTES	Sy	READ
MACHINE—Desk Model Monroe Calculator with hand-crash clearing.	Speed = 377 R.P.M.	3 Digits x 2 Digits				3 Digits x 2 Digits	
		A	5	5 ✓	A 97 4 ✓	A	76 5 ✓
		B	9	4	B 205 8	B	81 5
		C	14	5	C 10 5	C	86 5
		A	20	6 ✓	A 16 6 ✓	A	97 6 ✓
		B	24	4	B 21 5	B	99 7
		C	31	7	C 25 4	C	405 6
		A	35	4 ✓	A 31 6 ✓	A	9 4 ✓
		B	43	8	B 37 6	B	16 7
		C	48	5	C 42 5	C	21 5
		A	53	5 ✓	A 46 4 ✓	A	27 6 ✓
		B	59	6	B 50 4	B	32 5
		C	64	5	C 54 4	C	37 5
		A	71	7 ✓	A 60 6 ✓	A	42 5 ✓
		B	76	5	B 66 6	B	46 4
		C	82	6	C 70 4	C	51 5
		A	87	5 ✓	A 78 4 ✓	A	51 4 ✓
		B	91	4	B 80 6	B	63 4
		C	95	4	C 84 4	C	68 5
		A	101	6 ✓	A 90 6 ✓		
		B	7	6	B 95 5		
		C	12	5	C 99 4		
		A	18	6 ✓	A 93 4 ✓		
		B	24	6	B 9 6		
		C	24	5	C 13 4		
		A	34	5 ✓	A 18 6 ✓		
		B	41	7	B 23 4		
		C	45	4	C 27 4		
		A	51	6 ✓	A 32 5 ✓		
		B	58	7	B 38 6		
		C	64	6	C 42 4		
		A	61	5 ✓	A 47 5 ✓		
		B	74	5	B 53 6		
		C	79	5	C 56 3		
		A	81	5 ✓	A 61 5 ✓		
		B	81	5	B 67 6		
		C	93	4	C 71 4		
X UNNECESSARY DELAYS							
Y NECESSARY DELAYS							
TOTAL TIME							

MAY, 1954 :

In conducting the study, the observer uses a stopwatch, which indicates time in terms of decimals of a minute, since seconds would be awkward during subsequent calculations. The operator is instructed to proceed with her work after she is at ease and her cooperation has been enlisted. During the work period, the observer records the watch reading at the end of each element in the column headed "Reading." Thus, during the first cycle, the readings were .05 at the end of Element A, .09 at the end of Element B, and .14 at the end of Element C. This method of observation is known as continuous time study, since the watch is allowed to run throughout the working period. Individual element times are determined by subtraction, and they are entered in the column headed "Ex" after the actual recording of observations has been completed.

Exhibit III illustrates the manner in which the resulting elemental data are tabulated in order to determine the operator's consistency during the study. In the case of each element, those unit times which do not fit into a reasonable pattern are deleted, since they may reflect a faulty reading or an unnecessary fumble on the part of the operator. Element "C" is an example of this where unit times .03 and .07 have been omitted as indicated by the dotted lines. Next, the remaining elemental unit times are averaged to determine an acceptable time for each element of the study. These are totaled, and a standard unit time of .180 minutes for the entire work cycle is developed after appropriate allow-

EXHIBIT III

Time Study Summary

Desk Model Monroe Multiplication - 377 R.P.M.

Multiply 3 Digits x 2 Digits

A	B	C
.04 4441	.04 4441	.03 1
.05 4444441	.05 444111	.04 4444444
.06 44444411	.06 4444444	.05 44444444
.07 1	.07 11111111	.06 11111111
	.08 11111111	.07 11111111

$$\begin{array}{lll}
 6 \times .04 = .24 & 6 \times .04 = .24 & 12 \times .04 = .48 \\
 11 \times .05 = .55 & 7 \times .05 = .35 & 13 \times .05 = .65 \\
 12 \times .06 = .72 & 11 \times .06 = .66 & 3 \times .06 = .18 \\
 4 \times .07 = .28 & & \\
 \hline
 29 / 1.51 & 28 / 1.53 & 28 / 1.51 \\
 .052 & .055 & .047
 \end{array}$$

.052 - Element A
.055 - " B
.047 - " C

.154 - Sub-total
.026 - Personal Allowance (16 2/3%)
.180 - Standard Minutes per Cycle

"Production records are historical records and not analytical records."

ance has been added for the workers' rest periods and other personal needs.

The foregoing is a simple illustrative example. This discussion cannot deal with the many technical aspects of time study, and these are left to the many fine text books that are available. One of the most important of these features is the determination of how close the subject operator is representative of a "normal" worker. Different authorities use varying approaches known as leveling, speed-rating, etc. In our own work, we use a time study application of the proven principles of statistical sampling commonly used in industrial quality control. This approach indicates the mathematical probability of the study results being acceptably close to a true average.

Development of Standard Time Data from Time Studies

During the early days of the scientific management movement, it was recognized that the complete time study coverage of industrial operations would be most time consuming, and the need for standard time data became evident. This approach calls for the widest utilization of the results of each study. For example, we have found from the example just discussed that a proper standard unit of time for a three digit by two digit multiplication on a particular machine is .180 minutes. It would be wasteful for further studies to be made on this work unless insufficient cycles were studied the first time. This standard should be applicable regardless of the character of the multiplication of three digits by two—extending an invoice, figuring a payroll, and the like.

A more detailed example of standard time data lies in Taylor's urging the accumulation of all study results in a manner which would permit the use of time study elemental data in different combinations to develop standards for unstudied jobs. This calls for the observer to anticipate future needs for his study results other than the demands of his immediate survey, and this must be done at the time that the elemental breakdown of the work cycle is made.

In other words, each element should be so isolated from the others that it will be of maximum use in detailed analysis. An example of this is in the multiplying time study in Element C, "Write product on work paper." The product of a three by two digit multiplication can contain from three to five digits, depending upon the size of the multiplicand and the multiplier. If the unit times for writing the different sized products of Element C are analyzed, it will be found that the larger element readings apply to the multiplication products with the greater number of digits. In this manner,

it becomes possible to develop data on the time required to write figures of a varying number of digits, which will have a variety of applications other than merely writing the answer of a multiplication problem.

To carry the example further, it should be possible to develop similar detailed information on Element A, "Clear machine and insert multiplicand." If this were done, it would be possible to develop time standards synthetically for a wide variety of multiplication problems on calculating machines of the same general type, and this could be done quickly without further time study. The only remaining element is that of operating the machine, and this involves nothing more than mechanical speed on most electric models.

The time study engineer should always go about his work in a manner that provides results which have the widest variety of applications. It is only in this manner that the cost and time-consuming work of a standards program can be minimized.

Micromotion Study as a Form of Work Measurement

Another form of work measurement is the science of micromotion study developed by the Gilbreths. This approach avoids the use of a stop watch, and it involves the motion picture filming of the subject operator working at her workplace.

Within the range of the camera is placed a special electric clock known as a "wink counter," which measures time as finely as one two-thousandth of a minute. Thus, when the picture is studied in slow motion, it becomes possible to accumulate much more refined data than can be obtained through stop-watch time study. Each minute motion can be measured instead of each element, and the resulting data have a much wider ap-

EXHIBIT IV



"... work measurement leads to a sense of greater job security."

plicability in the synthetic construction of standards. This is evident in Exhibit IV which is a "still" from one of our research films.

The micromotion method was used by our research staff in the development of our "Manual of Standard Time Data for the Office," and its use is continued in our regular investigation of office devices. Despite its greater accuracy, it is not desirable for the average industrial company because of its cost and time-consuming nature. It is warranted in our case because its expense has been supported by the many clients that we have served by making the manual available to them.

The Role of Business Education

It has been the writer's purpose to this point to establish the need for office work measurement and to emphasize the means of achieving it. The objective of this article is to state the role of business education in reaching this end. Despite the fact that our research staff has developed standards which are in use in thousands of offices, it is contended that they should not be used as a means of evaluating the qualifications of business graduates. There are two reasons. The first of these can be exemplified by the ease of the average typist, who quickly falls below her graduation typing speed when she is introduced into the practical circumstances of the business world. This involves no criticism of the teaching profession, since its purpose is limited to the theoretical training of people to meet the exacting demands of

competitive industry. In a military sense, we are dealing with the distinction between strategy and tactics.

Secondly, we must recognize that there are few office conditions where *an over-all yardstick* is generally applicable. The writer is reminded of a telephone call of years ago, when he was asked how many postings per hour could be expected from an accounting machine. Obviously, the question was unanswerable, since practical circumstances were unknown. Precise standard time data could be used to construct a true production standard, but any "rule-of-thumb" figure would be misleading. The function of the schools is to teach qualified students in the activities in which they are to become engaged. It is the responsibility of the *trained* industrial engineer to determine the rate of productivity that should be achieved in *his* particular industry.

Constructively, we come to the most important recommendations of this contribution. It is urged that students be tutored in the rudiments of work measurement. There are many excellent textbooks available on time study. However, our purpose should be to teach the students how to understand work measurement and not how to make a time study. This can be a major contribution to our economy, and it can lead to each person having a greater gratification from his work. The need in the office field has been stated earlier, and many office executives have observed that work measurement leads to a sense of greater job security. When each employee knows what he has produced and knows that management knows, there is little to worry about.

A Banker Looks at Work Measurement

The office is relatively unexploited in terms of the techniques of scientific management.

By T. A. BRADY
Bank of America
San Francisco, California

DISCUSSIONS of office standards ordinarily are in terms of the insurance office, the utilities office, and the office of the manufacturing plant, but seldom, if ever, is mention made of standards in banks. The fault, in all probability, lies with the banks since until very recently only a few of them had attempted to apply formally the principles of scientific management to their operations.

Until the pressures of World War II began to be felt through the unprecedented increase in staff turnover, a standards program in a bank was a rarity. The banks existed, as it were, in a world apart; they chose to think

that banking was beyond the scope of scientific analysis, because it was felt that this type of operation lacked the uniformity and repetitiveness of industrial work. Actually, the banks have many more problems of a "non-banking" nature than they do of a nature peculiar to the banking business.

At Bank of America, we have had an organized standards program for over twenty-five years. We are proud of our program and we do not feel immodest in saying that we pioneered in the field of standards in banks. Top management in our bank has always recognized the need for work simplification and work measurement and has given the standards program every possible support.

*Mr. Brady is the assistant vice president of the Bank of America N. T. and S. A.

"A common problem of schools and business is that of closing the gap between theory and practice."

Standard Defined

As we apply the term, *standard* is the level of performance expected from an operator with average experience, working under normal conditions and following the prescribed method.

We set our standard by the time-study method, using detailed element breakdowns. Of course, we first attempt to establish the "best method" for each operation through the application of the accepted principles of work simplification.

Standards Applied

Because of the nature of our operations, we found it necessary to take two different approaches to the application of standards—one for administration operations and one for branch operations.

We have 548 branch offices throughout the state of California, all of which offer the usual banking services and hence go through the same operations daily. In other words, the three-man branch in the country offers the same variety of services as does the three-hundred-man metropolitan office; the only difference is in frequencies. All of the branches experience varying peaks and valleys in activity throughout the month, which presents considerable difficulty in the application of standards.

There are approximately eight hundred routine repetitive branch operations for which we have established time standards. Because of the fact that it is highly impracticable to set individual standards for each branch, we have adjusted the time standards to 133 $\frac{1}{3}$ per cent of normal and apply the same standards to all branches. In other words, the standards are adjusted to allow for an over-all average performance of 75 per cent of normal. The amount of the adjustment was determined after considerable research had shown that average performance for non-incentive work ranges from 65 to 85 per cent of normal.

The staff requirement for each branch is determined by applying the time standards to the average of several representative days' activity counts; time allowances for operations for which standards have not been established are made on a daily "actual time needed" basis. We find that this system of establishing branch staff requirements serves our purpose quite satisfactorily.

In the Administration Departments we have about 60 per cent of the positions on actual measurement. The measured jobs consist for the most part of routine clerical operations. Within each department the unmeasured work is related to the measured; so, for all practical purposes, we have a measurement of the "unmeasured" work.

The standards in administration are maintained through daily operator or over-all department tallies. The time standards are not adjusted to an average rate

of performance as they are for branch operations, and the staff status is expressed monthly in terms of percentage utilization—the relationship of available hours to standard hours.

Standards in Basic Operations

Some of the basic operations for which we have set standards are:

Typewriting	Punched Cards
Filing	Credit Checking
Posting (manual and mechanical)	Staff Changes
	Adding Machine Operation

Typewriting. Typing is measured by means of mechanical key-stroke counters attached to the typewriters. The standard is adjusted to allow for varied ratios of statistical work, straight copy, shorthand transcription, dictaphone transcription, etc.

Typewriting standards are:

1. Copy from typed text—.5 minute a 100 keystrokes
2. Copy from longhand text—.6 minute a 100 keystrokes
3. Shorthand transcription—.55 minute a 100 keystrokes
4. Dictaphone transcription—.65 minute a 100 keystrokes
5. Statistical—1.05 minutes a 100 keystrokes

Filing. Measurement of filing is usually made at one central point in the office in order to minimize the number of tally counts. Various methods of measurement are used—actual count for such items as folders, foot rule for card filing, and weighing for large volumes of correspondence and reports.

Machine Posting. Two standards are used for most mechanical posting operations—one for the number of accounts that are activated and the other for the number of items or entries posted. Measurement is on the basis of daily averages, determined through periodic actual counts.

Punched Cards.—Measurement is by foot rule. The various operations are classified as to type—key punched, collated, sorted, interpreted, and the like.

Staff Changes. Standards have been set for employment interviews, hirings, transfers, and terminations. These activities are reported on a per occurrence basis.

It is not unreasonable to expect that the schools should be able to give effective training in all of the operations listed, with the exception of credit checking and staff changes. Most of the business schools now offer some training in these subjects, but it is, in all too many cases, superficial and theoretical.

"Teachers of skill subjects are too prone to concentrate on drills rather than production."

Closing the Gap Between Theory and Practice

The biggest problem the schools and business have in common is that of closing the gap between theory and practice. It is quite clear that leaving the transition up to the students after graduation has not been effective.

How, you will ask, can this problem best be solved? There are several possible approaches, all having as their objective a closer liaison between school and business.

Case Studies. It should not be too difficult to set up simulated office operations based on actual cases taken from industry.

It must be borne in mind that few office positions are so deskilled as to be wholly routine and repetitive. A great majority of them are made up of several components—the typist often answers the telephone, processes the outgoing mail, and does the filing in addition to her typing duties.

Through working with actual cases the student can get some appreciation of the requirements of business. "Skills" teachers are too prone to concentrate on drilling rather than on productive output. The number of words typed a minute will not in all cases be the measure of the typist's productive capacity when she goes to work.

Guest Discussions in the Classroom. A great deal of benefit can be derived by teachers and students from classroom discussions with representatives from business. The guest, however, should not be permitted to "lecture"—a short talk of 15 or 20 minutes' duration should normally be sufficient, so that some time can be devoted to actual discussion.

Cooperative Training Programs. This type of program, often referred to as 4-4, 5-3, or 6-2, is quite generally used and has proved to be very effective. Under this arrangement, the student attends school 4 hours a day and works 4 hours, receiving credit for the hours worked.

Such programs are mutually beneficial to industry and the student. The student is exposed to actual everyday business conditions and receives training which will put him in a better position when he is available for full-time employment. Industry profits in that the student has his pre-training before he goes on the permanent payroll. The school benefits in that the student is able to bring back to the classroom up-to-date information on current business practices.

The Field Trip. Properly used the field trip can be beneficial. Too often, however, field trips are made with little or no preparation and the students consider the day of the field trip as a holiday.

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There are four requisites for an effective field trip.

- a. The group should be kept small—preferably not more than 15.
- b. The office manager must be pre-oriented, so that he can guide the tour along the most productive lines.
- c. The students must be pre-oriented. If deemed advisable, key questions should be "planted."
- d. There must be immediate follow-up in the classroom. Seeing the operations during field trips or becoming familiar with machines from textbooks is not enough. When it comes to machine operation, there is no substitute for actual practice.

Practical Clinics. One of the more effective ways of closing the gap between principle and practice is to set up practical clinics, in which a group of teachers and an equal number of representatives of industry can sit down together, away from their everyday surroundings to discuss problems of mutual interest. It would seem preferable to hold these sessions one afternoon per week or per month. In this way acceptance can be gained more readily, because none of the participants is away from his desk too long or too often and he is not on his own time.

Summer Employment for Teachers. There are several organized summer employment programs in use throughout the country. One of the better-known programs is that of the Foundation for Economic Education, Inc. The Foundation, working with various companies, sponsors the summer employment of selected college professors. The employment period is six weeks and the participating company pays the salary. The program is designed to familiarize the professors with the workings of business and has certainly contributed materially to bringing theory and practice closer together.

In one area of California, our bank affords a small group of high school teachers practical experience in banking each summer.

The teachers are given a brief training program in our classroom and then assigned to actual positions in branch offices. This program has been very well accepted and is serving to promote a better understanding of the problems in banking.

There are undoubtedly many other good approaches. But regardless of the approach, one point must stand out; that is, in terms of the techniques of scientific management, the office is relatively unexploited. Business, faced with continued rising costs and disproportionate increases in productivity in the office, now realizes the folly of ignoring scientific work measurement and is prepared to accept it.

"Office workers can be encouraged to work 'smarter' and not necessarily harder to obtain higher production."

A Personnel Director Looks at Office Standards

Standards should be considered in their proper perspective by all concerned.

By R. F. PRINZ
Prudential Insurance Company of America
Los Angeles, California

HERBERT HOOVER spoke of standards as being one of the most potent factors in our present-day economy and the base of mass production. They have provided us with many of the comforts which we all enjoy today, and which we now classify as necessities instead of luxuries. However, standards carried to the extreme would eventually lead us to one make of automobile, one cut for our suit, and one color of necktie. In a free economy, I am sure that this will not occur, for human beings do have individual tastes and they like to express their individuality.

In any manufacturing process, the source material is usually controlled. The procedures are fixed and, therefore, standards of quality and quantity can be determined in a rather exact fashion. Since the same degree of control cannot be exercised in the office, performance standards cannot be established in the same scientific way. First of all, we usually do not have any real control of our source material. Secondly, our methods are changed frequently to take advantage of a developing technology and to provide up-to-date services. The office permits such changes since no major re-tooling is required. Thirdly, the production of the office frequently reflects the individuality of the worker or the individuality of the source material.

Types of Office Standards

Since there are three types of standards in the office, I think it would be well to clarify our interpretation of this word "standards." (a) The methods analyst is dealing with one type of standard, in the design of forms, in the listings of specifications for supply items, in the measurement of machine production, and in the utility of furniture. (b) Line management is responsible for the establishment of performance standards either on a group or an individual basis. These standards are the basis for determining a fair day's work for a fair day's pay. (c) In the personnel field, our standards are usually of the "skill" variety. These standards enable us to measure individual performance under established conditions and with standard material. They assist us in predicting the performance ability of the individual when placed on line operations. This same area, of course, is important to the training or educational field

*Mr. Prinz is the Director of Personnel at the Western Home Office of the Prudential Insurance Company of America.

since it also measures the effectiveness of training and education.

The only reliable standards which will be valid in all organizations, or all offices, exist in the first area; namely, the methods field. To a limited degree, we can obtain skill standards in certain areas which are valid for all industries. In the area of performance, we have difficulty establishing standards which will be applicable to different organizations, not to mention the difficulty which management experiences in determining those which will apply to different parts of the same organization.

Generally, we speak of standards in light of the quest for performance standards which will be valid in any office operation. I believe we are overemphasizing the importance of standards when we seek to reach this goal. Standards must be considered in their proper perspective. As an example, let us review some of the variables which we usually find in any typical numerical filing operation. We must consider (a) the size of the document, (b) the ease with which it can be removed or returned to file, (c) the type of filing equipment used to house the material, (d) the concentration or lack of concentration in the use of the file, and (e) the accessibility of the file which, in itself, has many ramifications. A second example might be in the typing field. Here we have such variables as (a) the arrangement of the source material, (b) the variations in the material to be typed, such as foreign or American names, technical or non-technical words, (c) procedures for being furnished with supplies and work to be completed, and (d) working arrangements and conditions.

Standards Are Tools

As a second point, we must remember that standards are just *one* of the many tools in management's work chest. In evaluating their importance, they should be considered along with systems and procedures (work simplification, if you wish to call it by that name), quality control, mechanization, organization of work and people, definition of responsibilities, selection of personnel, and finally, motivation of people. High-performance standards, even with a high degree of skill, will not be obtained unless the individuals with the skills have the desire and will to produce. Workers today re-

"Standards are just one of the many tools in management's work chest."

sent constant pressure to obtain higher production, if this increase in total output means greater effort on their part. On the other hand, workers can be encouraged to work "smarter"—not harder. With improvements in procedures, especially if they are suggested by a member of the group, and, with a competitive situation existing between that group and another, such changes will result in increased efficiency or total output.

As a final point, I think we must consider that in the progressive office of today, conditions are not static. They are subject to frequent change. There are many changes which may occur within the next ten years in the field of electronics. Many of our large office operations are watching developments in this field very carefully and are alert to the potential for improved production in their own situations. To determine accurate standards, a great deal of time and study must be given to each situation. With each change in methods, the effort in revising standards is approximately the same as the original effort.

Desire To Work Important

In our office, we are very conscious of the necessity for maintaining production records on a group basis, and, in most instances, where there is sufficient volume, we do maintain individual production records. However, tolerance is exercised in evaluating the importance of these records. The group records have proved to be very effective in developing the competitive spirit. This competitive spirit has stimulated the thinking of all individuals, such that many of our changes in procedures

result from ideas advanced by members of the group. We are conscious of measuring the skill standards of applicants in some of the broad areas, such as arithmetic reasoning and vocabulary and, more so, in regard to those possessing the keyboard skill. However, this measurement of skills is only the first step and is not conclusive in itself. Once the new employee is placed on the job, his or her performance will be determined more by the will to work and the stimulus given to the individual by the leadership exercised by the supervisor. In the performance of any function, we will find a rather wide variation in the production of individuals assigned to that task. Those who have the outstanding skills combined with the desire to excel will assist management in determining production potential. Observation by alert management may disclose work methods which assist these leaders in attaining high productivity. Training others in the use of these techniques can raise their contribution to the group effort. Personally, I consider this approach a more profitable one than an attempt to compare results attained in other groups and other organizations.

My conclusions indicate that precisely engineered standards have limited application in the developing office of today. Therefore, I believe to attain improved production (the ultimate goal in the use of any management technique) the major emphasis should be placed on: (a) The continued improvement of work methods. (b) The selection of personnel best qualified to perform the work. (c) The proper and continued motivation of employees.

A Management Consultant Looks at Standards

*By JOHN F. PIERCE
Management Consultant
Boston 8, Massachusetts*

LESS THAN HALF of America's office employees work in one million small offices. There are approximately 816,000 firms that have between one and four office employees and there are 181,000 offices that are staffed by from five to fifty people. The grand total of workers employed in offices staffed by less than fifty is approximately three million, or over three-quarters of a million less than the number of persons working in the fifteen thousand large offices.

These figures are impressive and are worthy of serious study by everyone interested in training people for clerical work. Upon considering these figures, the question becomes: Are the job requirements for the larger offices the same as those for the one-employee office? Can all educational institutions adopt a "standard" training

program that will meet the requirements of any one of the million or more offices? Can employers furnish "standards" that will become the basis for future training programs in the schools?

Small and Large Office Job Requirements

Are the schools turning out graduates qualified for clerical work in the offices having one to four employees, for example; or are the students being trained for employment in the larger offices? The small offices, which number 82 per cent of all the offices, need better clerical methods because the owner, or manager, does not know bookkeeping, cannot answer correspondence, is not familiar with good filing techniques, and is unable to perform other office work. The employee who does unnecessary clerical work, who uses extra motions, or who produces work of poor quality can seriously affect the profit side of the business.

"To determine accurate standards, a great deal of time and study must be given to each situation."

Some companies prefer to hire recent graduates who have had little or no experience. It is the opinion of their executives that it is more satisfactory to train inexperienced personnel than it is to "untrain" people in order to train them in the employer's methods. Then there are companies who employ personnel that have been trained in the basic skills, such as typing, filing, bookkeeping, and office machine operations.

Other companies want personnel who can produce at given performance rates, who can do the common office clerical duties without training-on-the-job, who can work with the minimum of supervision, and who will assume responsibility.

Can Schools Meet Standards of All Offices?

Can schools work to "standards" that will meet the requirements of all offices, large and small?

There are several kinds of standards to be found in an office, such as health, employment, production, quality, equipment, and methods.

A standard as it relates to routine jobs is defined by Fred C. Archer as "a level of accomplishment which has been set for attainment and by which the degree of accomplishment is measured."

Clerical production standards can be established by rule-of-thumb, past performances, time-studies, or by methods-time-measurement.

Many companies, perhaps unknowingly, recognize the necessity of employing and retaining individuals who are in good health and who have the capabilities for performing assigned clerical work.

Job applicants are expected to meet certain medical standards, and health examinations are required before employment. Abilities for definite jobs are measured with psychological tests; the applicant's educational background is determined; and the work history is read, but not always analyzed or verified. The use of these "tools" assists the executive in obtaining a reasonably clear picture of what an applicant "*can do*."

Executives are interested in knowing what the applicant "*will do*" and are making greater use of "standards" developed by psychologists for measuring mental health and attitudes of applicants and employees. They are interested in knowing if the applicant has a strong motivation for the job, if he has the ability to efficiently and persistently perform the job, and if he is self-reliant, independent, and willing and able to assume responsibility. They need employees who have the proper qualifications for definite jobs. They know that an employee who has too high or too low an intelligence will not be as efficient a worker as the person who is suited for the job.

Standards for Future Training Programs

Production standards, sometimes referred to as work standards, are applied to machines, individuals, or to individuals operating machines. A rated standard for a reproduction machine may be 5000 impressions per hour, yet the hourly output is dependent upon the operator and not upon the speed of the machine. The standard for typing the address on labels may be "135 per hour" which has been determined by the operator and not by the mechanism of the typewriter.

The establishment of standards is progressing at an accelerated rate in companies that are large enough to support a methods group, incur the expense of "outside" professional assistance, or have their supervisors attend clinics, lectures, and universities to receive special instruction in this subject.

Some standards have been published. Their acceptance by "others" has sometimes resulted in disappointments to management because the employees did not meet these standards, and disgust with management by employees because the attainment of these standards was impossible. Performance standards established by one company should not be accepted by another company simply on the basis of the figures.

Efforts to determine universal standards have been unsuccessful because the conditions are not the same in each office and because of the wide differences in the work methods.

The production for a complete filing operation, for example, in one company was 14 per cent greater than for another company in the same type of business, although both companies had a bonus or wage incentive system. A comparison of the major operations showed that the lookup and chargeout time for the company with the high output was one and one-half times that of the other company, the filing time was 67 per cent more, and the coding, marking, and sorting time was much lower (one fourth of the time). The company with the better filing record filed daily 280 per cent more pieces of correspondence than the other company and looked up twice as many pieces. Yet their files contained 50 per cent more alphabetic division guides and miscellaneous folders than the other company's files.

Establishing Standards

The major elements of a standard are: volume or amount of production, the time required to produce the volume, and the quality of work. The accomplishment of these elements is dependent upon individuals and not upon mechanical devices. Therefore, any standard must take into consideration the differences in time required by clerical workers to perform the same task.

"The establishment of standards is progressing at an accelerated rate."

There can be no question about the necessity for every office, irrespective of its size, to have standards of performance. The problem is that of establishing the standards.

We do not expect every employee to be a methods man and to be able to conduct investigations of existing office practices or to select office equipment.

We do need, however, employees who are familiar with some of the "tools" used for setting standards, such as "job description," "layouts of work areas," and who are not afraid of work measurement methods. Can proficiency in the use of these "tools" be taught to high school and business school students?

Companies which have work simplification programs are demonstrating that it is possible to train clerical employees to think about their work, to improve their work methods, to work with the least amount of fatigue, and to take pride in their work. It should not be necessary for employers to do this kind of training; the new employees should have already been trained.

Writing Job Descriptions

The preparation of a job description can be taught in school. Every employee is entitled to know the work to be done, the method for doing it, and the time that should be spent doing it. And what better way is there to learn a new job than to write a description of it? Some companies do this for the employee, and there are companies that ask the employee to write the description. The latter method is the preferred one, as the employee writes what is happening under present conditions. Is it too much to ask the student to put in writing the method for typing a letter, or filing correspondence, or performing any of the other skills in the training program? This training is extremely valuable for the graduate entering employment in the smaller office and can be considered to be the first step in establishing performance standards.

Studying the Work Area

There is no problem in training people to study the working area or work place and to suggest ways to make it more satisfactory. They can be taught the few rules and shown how to use them.

Are the work, material, and accessories placed in proper positions so that the individual does not have to work in a fatiguing position?

Three out of four office workers are uncomfortable in their present chairs. Why? It can be the result of the wrong chair, the improper posture in a good chair, or faulty relationship between chair and desk height.

Employees in companies that have performance standards have learned that proper seating enables them to

meet standards with fewer headaches and body pains, and that their errors are fewer.

Every student can be taught that the seat height must be corrected for his height and desk height, that both feet should rest firmly on the floor to give support, and that the chair back should fit the body contour.

It is not unusual to observe desk surfaces that are cluttered with papers scattered over the entire surface or to observe the many motions that a typist or clerk performs to locate the right paper, the eraser, the carbon paper and other material because the work area has not been properly utilized.

Every student can be taught the principles of setting up a good working area. The first rule to learn is that the material and tools should be arranged within the normal working area. The normal working area is that surface of the desk that is within the normal reach of the individual. Approximately one third of the desk surface, the back part, is outside the normal reach and should not be used. You wouldn't place a typewriter in this area and expect the operator to be proficient. Then why do the operators place working papers near the back of the desk?

The second rule to learn is that the tools and material should be pre-positioned whenever possible. Why is it necessary to open and close the desk drawer every time the typist needs a letterhead or an envelope? Why not leave the drawer open until the close of the day? Envelopes, carbon paper, letterheads, and similar material should be arranged in the desk drawer in a systematic way. Once the "standard" layout has been determined and the material placed, the operator should be able to select the right material without searching.

The working material should be pre-positioned; e.g., the notebook should be in a copyholder placed at the proper angle on the desk so that it can be seen with few body motions and at eye level.

There are other rules that should be taught, such as using the lowest classification of motions permitted by the character of the work, making arm motions simultaneously and in opposite and symmetrical directions, and reducing to a minimum the holding of work by hand.

Knowing What Facts To Gather

The first and obviously essential step in setting a standard is to know what facts to gather. An organization serving a group of companies undertook to establish a file of typical items for clerical actions. They identified the actions for purposes of classification as follows: "add, assemble, classify, collate (or verify), compare, count, take dictation, divide, duplicate, extract, tabular value, fasten file, fold, insert (or cover), inspect key

(Please turn to page 39)

"Paper work and accompanying clerical expenses are eating into the profits of business."

Paper Work and Profits

What does "paperitis" mean to the modern business teacher?

By CLYDE I. BLANCHARD
University of Tulsa
Tulsa, Oklahoma

A LEADING authority on office systems and procedures, Frank M. Knox, of Cleveland, says in the preface of his book, *Design and Control of Business Forms* (McGraw-Hill Book Company) "If you look around any business office, you will see clerks—shipping clerks, receiving clerks, payroll clerks, billing clerks, and other clerks; you will see bookkeepers, accountants, timekeepers, stenographers, secretaries, statisticians, and other general office workers; you will see supervisors, administrators, and executives. And, if you watch these people at work, you will see that they all have one thing in common: *they are all working with pieces of paper.*

"They are all handling paper, writing on it by long-hand or typewriter, putting it in business machines and taking it out again; they are reading data from filled-in forms or copying information to other forms; they are folding the forms and putting them into envelopes or marking them for routing, carrying them places or putting them into pneumatic tubes; they are filing them or pulling them out of files; they are referring to them—they are always doing something to, or by means of, pieces of paper."

Clerical Expense Alarming

Paper work and the accompanying clerical expenses are eating into the profits of business to an alarming extent. The average company spends about \$8 to \$10 in clerical expenses for every dollar that it spends on forms. Clerical salaries are now equivalent to one-ninth of the Nation's payroll. And, according to Emmett J. Leahy, a nationally recognized consultant, "Business is adding about 15 per cent a year to the existing horde of business records, which is estimated to be one-fourth trillion pieces of paper."

Recently, Mr. Leahy persuaded the Pan-American Airways to sell 100 tons of useless documents. (This junk brought \$4500.) Business papers must be worked on, transported, inspected, filed, and removed from files. Is it any wonder, therefore, that the ratio of office workers to factory workers has increased from 1 to 4 in 1920 to 1 to 2 in 1954?

There are as many paper workers as agricultural workers. More than half of all employees in banks and

*Mr. Blanchard is head of the Graduate Department of Business Education at the University of Tulsa.

insurance companies shuffle papers instead of procuring new business. In the textile industry, more than one fourth of all the employees are office workers.

Broadening Objectives

Now, what does all this "paperitis" mean to the business teacher? To me, as one business teacher, it means a broadening of my objectives, a change in the emphasis of my teaching, a critical analysis of the materials my future office workers use in the application of the office skills they are acquiring.

No longer is my primary objective solely the training of typists, stenographers, and bookkeepers, but also the training of efficient clerical workers who know the basic ingredients of an effective business form, who know the purpose of each business form they are working on, its relationship to other business forms, and who know how to process each business form at a minimum cost.

Granted that in the achievement of this primary objective I will train typists, stenographers, and bookkeepers; yet I will also keep constantly in mind that, since they will apply these skills to the originating, processing, and retention of business papers, I must instill in each one of them the necessity of doing his best to reduce the tremendous cost of the paper work in his company. And (this may surprise you), I must emphasize the growing use of pen-written forms, which means that emphasis must be placed on practical penmanship. Do you know that some of the largest companies in the world—Ford, General Motors, Reynolds, Kaiser—write their payroll checks with a pen?

A Change in Emphasis

This change in my objectives must bring a change in the emphasis of my teaching. At today's salary scale, I know that the majority of my students will receive an initial salary of at least \$40 a week, or say \$2000 a year. This is a conservative figure. Eliminating any increase in ten years of employment (which is unrealistic but serves to make my point), each one of my students at the end of ten years of employment will represent an investment of \$20,000 of some business firm's money.

Let us assume that this June, I send thirty high school business graduates into the offices of Tulsa companies. Those companies will pay out in salary to these thirty graduates in the next ten years at least \$600,000! Over

"...emphasize in every lesson the return in dollars and cents of that lesson to the future employers of the students."

half a million dollars! And they will be paid that huge sum of money for working on papers.

Now, do you see that, if I feel that I have a heavy responsibility (as every business teacher should feel) for a profitable return on this \$600,000, I must emphasize in every lesson the return in dollars and cents of that lesson to the future employers of my students?

This attitude leads me to examine and criticize carefully the materials—the business papers—my students are working on and the procedures they should follow in processing those papers. Realizing that the improvement of business forms and the simplification of their handling are constantly going on, I know that no textbook can keep up to date on business forms or on the most efficient procedures to follow in handling of forms. I must, therefore, supplement my text if necessary to keep it up to date.

Use the Findings of Research

No member of management is more alert to these changes than the office manager. No organization is doing more to improve paper work and to cut costs than the National Office Management Association, the office managers' professional association.

In addition to these continuing contributions from businessmen, I am proud, and I know you are, of the significant research dealing with clerical work that has been completed by business educators. Particular mention should be made of Fred C. Archer's study, "The Origin and Extent of Standards in Clerical Work," and of Elizabeth Van Derveer's study, "Patterns of Performances of Most Frequent Clerical Duties."

Dr. Archer has published his study in mimeographed form. In the spring of 1952 THE NATIONAL BUSINESS EDUCATION QUARTERLY (Vol. XX, No. 3) published a six-page summary of Dr. Van Derveer's study. Her breakdown of 67 most frequent clerical operations, using the job analysis technique, is an invaluable contribution to the training of students to perform these operations efficiently. I have in mind also the contributions of Parker Liles and Thelma Potter Boynton.

With all this wealth of worthy research from our own profession, I know that you feel as I do that one of our major responsibilities is to spread these findings as widely as possible among the rank and file of business teachers so that we may use the findings.

Teachers and Students Must Be Concerned with Costs

You will recall that I said that clerical salaries represent one ninth of the Nation's payroll. Management is very seriously concerned over the rising costs of clerical work. We, too, must be concerned and so must our students.

MAY, 1954 :

When we teachers and our students keep the cost of paper work uppermost, we and they are thinking and performing on the management level as well as on the lower employee level, which is all to the good of both teachers and students.

Now, let us see how this cost attitude would affect the teaching of a specific office activity—filing—which makes up about 20 per cent of all clerical duties.

Those of you who have taught filing will probably agree with me when I say that few teachers like to teach, and few students really like to study, filing. As a clerical activity it ranks low in the business department curriculum. The students are supplied with a textbook filled with rules and a miniature set of materials and equipment. The majority of the time is spent learning the rules and filing the papers. When the rules are learned and applied well enough to pass an examination, the course is finished—all breathe a sigh of relief and go on to matters of far more importance—so they think!

Now, let us look at some filing costs that concern management and that should concern the teacher of filing. First of all, management does not think in such narrow terms as "filing." It thinks in the broader term "records management."

To originate the record contents of a five-drawer file costs approximately \$7800. If a student realized that for each five-drawer file for which she is responsible as a file clerk, she is responsible for the proper care and efficient handling of \$7800 worth of records, wouldn't she have a higher regard for her duties? Then, if she realized that in a large centralized filing section she would be responsible for ten 5-drawer units, she would be even more impressed because a \$78,000 investment would be under her direct care.

Of course, she would want to know how business arrived at the \$7800 figure, so here's the opportunity of giving her an insight into the terrific cost of only one phase of paper work. The teacher would then place on the blackboard the following break down:

Cost of Originating the Papers in One 5-Drawer File Cabinet¹

(Excluding the cost of incoming correspondence)	
Average number of letters in one drawer	4,000
Average number of letters in five drawers	20,000
Average number of carbon copies of the letters that originate in the company	6,650
Average cost of each letter from which the carbon copy was obtained ²	\$1.17

¹"A Yardstick for Filing Cost and Efficiency," Remington Rand, 1953.

²Based on a survey of 252 companies by Dartnell Corporation, 1952.

"Management is seriously concerned over the rising costs of clerical work."

Average cost of 6,650 carbon copies at \$1.17— \$7,780.50
To this amount must be added the cost of the files, guides,
and folders.

Cost of Operating Ten 5-Drawer Files

Now the teacher would tell the filing students about the annual operation costs of ten 5-drawer files. Each file clerk responsible for ten 5-drawer files is costing in salary alone at least \$2400 a year.³

The annual rental for the fifty square feet of floor space occupied by her files and by her in working the files is \$150 at the modest rental figure of \$3 per square foot.

Approximately \$200 worth of filing supplies must be bought for her files each year. The depreciation of her files on a ten-year basis would be \$110 a year. The supervisory cost charged to her, based on one supervisor at \$3000 a year for five filing clerks, would be \$600. Now, add up all these annual operating costs:

Salary	\$2,400
Rental	150
Supplies	200
Depreciation	110
Supervision	600
Total	\$3,460

With these facts given the filing student at the beginning of the course, she will not feel that she is being trained to hold a mediocre routine job with no future; but, instead, she will feel that she is running a \$78,000 business that renders an indispensable service to the entire company and one that costs the company \$3460 a year or nearly \$300 a month.

The business teacher who is interested in obtaining further information regarding records management will find the following sources most helpful:

National Records Management Council, 52 East 42d Street, New York 17, New York.

American Institute of Records Administration, 315 Fourth Avenue, New York 10, New York.

The business teacher will render a most valuable service to management and to his students if he will emphasize the necessity of constantly working and thinking in terms of costs and profits.

One of the most effective visualizations of the total picture of the relationship of costs to profits that may be shown students is a calendar on a large card that can be displayed on the bulletin board.⁴ On the calendar the following data should be shown in color:

³Office Salaries, Survey Summary No. 16, Fall of 1952, National Office Management Association.

⁴From a chart prepared by United States Steel Company.

The cost of materials, supplies, freight, and expenses for one year would eat up all of a company's income for 182 days of the year. Color in brown the months of January, February, March, April, May, June, and one day in July.

The cost of wages, salaries, and employee benefits would eat up 111 days of the year. Color in blue the months of July, August, September, and 20 days in October.

The cost of taxes would eat up 44 days. Color in gold the rest of October, the Month of November, and 3 days in December.

Depreciation, amortization, and depletion would eat up 8 days. Color in pink 8 days in December.

Interest would eat up one day more in December. Color in yellow.

The 19 remaining days of the year are all that would be left for income to be retained by the company for use in the business (10 days in purple), and for dividends to the stockholders (9 days in green).

When the students realize, after studying this calendar, that most businesses which are well organized and efficiently managed must spend everything they make during 346 of the 365 days of the year just to run the business, leaving only 19 days for profits, they will become cost conscious and will make much more valuable business workers than they will if they are merely taught the rudiments of business without this tie-up with costs.

Keep a chart of this kind in front of your students; call attention to it whenever they are wasting time. Convince them from this chart that business does not measure their output in five-or ten-minute tests but in eight-hour days, year in and year out. So, in school they, too, must get the most out of their time day in and day out through their entire schooling.

Students Should Understand Management's Objective

Space does not permit the mention of additional opportunities of impressing upon our future business men and women that, although the skills they will learn in school are very important in obtaining that first job and as door openers to the important positions ahead of them in their business career, they must never forget that their progress will depend upon their understanding management's main objective, profit, and upon their doing all they can to further the attainment of that objective.

A SPECIAL OFFER

A special package containing three issues (May 1948-50) of the FORUM which feature office standards and cooperation with business may be obtained by sending one dollar (postage paid on orders accompanied by check or money order) to UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The Mountain-Plains News Exchange

Published by Mountain-Plains Business Education Association, a Region of UBEA

Volume II

Spring 1954

Number 2

1954 Mountain-Plains Convention Program

WHEN AND WHERE: June 17, 18 and 19—Adolphus Hotel, Dallas, Texas

THEME: Appraising Business Education

Thursday, June 17—9:00 AM

REPRESENTATIVE ASSEMBLY—Mountain-Plains Region of UBEA
Presiding: Lloyd Douglas, Iowa State Teachers College, Cedar Falls

Thursday, June 17—4:00 PM

The 1954 Exhibitors will display the newest textbooks, instructional materials, and office machines.

Thursday, June 17—9:00 PM
SOCIAL ACTIVITIES

Friday, June 18—7:00 AM
SPECIAL BREAKFASTS

Friday, June 18—12:00 Noon
SPECIAL LUNCHEONS



Thursday, June 17—6:30 PM CONVENTION DINNER

INTRODUCTIONS—Guest and state groups
ADDRESS—D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania

Friday, June 18—8:45 AM SECTIONAL MEETINGS

SECTION I—TYPEWRITING

Chairman: John Binnion, Southwestern State College, Weatherford, Oklahoma

Consultant: Ralf Thomas, Kansas State Teachers College, Pittsburg

Evaluator: D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pennsylvania

SECTION II—DISTRIBUTIVE EDUCATION

Chairman: Walter Elder, Kansas State Teachers College, Emporia

Consultant: Homer Bronstad, Denton High School, Denton, Texas

Evaluator: M. A. Browning, Texas Education Agency, Austin

SECTION III—GENERAL BUSINESS

Chairman: Robert Hitch, University of Wyoming, Laramie

Consultant: Gerald Porter, University of Oklahoma, Norman

Evaluator: Harmon Wilson, South-Western Publishing Company, Inc., Cincinnati, Ohio

Friday, June 18—10:45 AM SECTIONAL MEETINGS

SECTION I—SHORTHAND AND TRANSCRIPTION

Chairman: F. Kendrick Bangs, University of Colorado, Boulder

Consultant: Ruth Anderson, North Texas State College, Denton

Evaluator: Charles Zoubek, Gregg Publishing Division, McGraw-Hill, New York City

SECTION II—OFFICE PRACTICE

Chairman: Faborn Etier, University of Texas, Austin, Texas

Consultant: Carlos Hayden, University of Houston, Houston, Texas

Evaluator: Alan Lloyd, Gregg Publishing Company, New York City

SECTION III—BOOKKEEPING SECTION

Chairman: Wayne House, University of Nebraska, Lincoln

Consultant: Robert Lowry, Oklahoma A. and M., College, Stillwater

Evaluator: Hamden L. Forkner, Teachers College, Columbia University, New York City

Friday, June 18—1:00 PM VISIT EXHIBITS

Friday, June 18—1:45 PM DIVISIONAL MEETINGS—PUBLIC RELATIONS

SECTION I—HIGH SCHOOL SECTION

Chairman: Dorothy Hazel, Brookings High School, Brookings, South Dakota

Consultant: Dorothy Travis, Central High School and University of North Dakota, Grand Forks

Evaluator: Lloyd Douglas, Iowa State Teachers College, Cedar Falls

SECTION II—COLLEGE SECTION

Chairman: Donald Tate, Texas Technological College, Lubbock

Consultant: E. C. McGill, Kansas State Teachers College, Emporia

Evaluator: Theodore Woodward, George Peabody College, Nashville, Tennessee

SECTION III—PRIVATE BUSINESS SCHOOL SECTION

Chairman: Hugh Barnes, Barnes Business School, Denver, Colorado

Consultant: C. I. Blackwood, Blackwood College, Oklahoma City, Oklahoma

Evaluator: Clem Boling, South-Western Publishing Company, Cincinnati, Ohio

(Continued on next page)

ALL ROADS LEAD TO THE 1954 MPBEA CONVENTION . . . The express highway (left) leading southwest into "Big D" (Dallas, Texas). The convention headquarters will be at the Adolphus Hotel in the heart of Dallas. A real Texas welcome awaits you.



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For reservations write Randall Davis, Managing Director, Hotel Adolphus. Please cancel your reservation, if you find you cannot attend.

Note: Unless definitely requested reservations will not be held after 6:00 P.M.

* * *

Convention registration, \$1. Your MPBEA-UBEA membership cards for presentation at the reservation desk upon your arrival will facilitate your registration.

* * *

Meals: Breakfasts \$1.50, luncheons \$2, and dinners \$3.

Convention Program (Continued)

Friday, June 18—3:45 PM

GENERAL SESSION

A Decade Ahead in Business

Presiding—Robert Slaughter, Gregg Publishing Davidson, McGraw-Hill Book Co., New York City

Selected Panel of Businessmen and Business Educators

Friday, June 18—4:30 PM

VISIT EXHIBITS

Friday, June 18—6:30 PM

BUFFET SUPPER

Saturday, June 19—8:45 AM

SPECIAL DEMONSTRATIONS

SECTION I—TYPEWRITING (Production)—Alan Lloyd, Gregg Publishing Division, McGraw-Hill, New York City

SECTION II—OFFICE MACHINES—Juanita Rauch, University of Denver, Denver

SECTION III—DUPLICATING MACHINES—Lois Corbeil, A. B. Dick Company, Chicago, Illinois

Saturday, June 19—9:45 AM

SECTION I—TYPEWRITING (Devices), Fred Tidwell, Oakland Junior College, Oakland, California

SECTION II—SHORTHAND, Charles Zoubek, Gregg Publishing Division, McGraw-Hill, New York City

SECTION III—ELECTRIC TYPEWRITER, Marian Wood, IBM Corporation, New York City

Saturday, June 19—10:40 AM

GENERAL SESSION

A Symposium

Chairman: Clyde Blanchard, Tulsa University, Tulsa, Oklahoma

Panel Members: D. D. Lessenberry, M. A. Browning, Harmon Wilson, Charles Zoubek, Allan Lloyd, Hamden L. Forkner, Lloyd Douglas, Theodore Woodward, Clem Boling, and Robert Slaughter

Saturday, June 19—12:45 PM

FINAL LUNCHEON

Presiding: Earl Nicks, President, Mountain-Plains Business Education Association, University of Denver, Denver, Colorado

ADDRESS: Robert Slaughter, Gregg Publishing Division, McGraw-Hill, New York City

MPBEA CONVENTION COMMITTEE

GENERAL CHAIRMAN—L. M. Collins, IBM, Dallas. **PROGRAM**—Chairman, Vernon V. Payne, North Texas State College, Denton. **PUBLICITY**—Chairman, Ardath Stedman, North Texas State College, Denton; and Co-Chairman, Aline Wolters, Texas State College for Women, Denton.

EXHIBITS—Chairman, Boyd Curtis, Woodrow Wilson High School, Dallas; and Co-Chairman Clifford Mattlock, Technical High School, Dallas.

HOSPITALITY AND ENTERTAINMENT—Chairman, Ruth Fetterman, Forrest Avenue High School, Dallas; and Co-Chairman, Corine Lamm Ellison, Greenville High School, Greenville, Texas.

BANQUET AND LUNCHEON—Chairman, Aline Burden, Paschal High School, Fort Worth; and Co-Chairman, Vera Lee Brown, Sunset High School, Dallas.

RESERVATIONS AND TRANSPORTATION—Chairman, Bob Bender, Sunset High School, Dallas; and Co-Chairman, Gladys Bellows, Hillcrest High School, Dallas.

WOMEN'S (WIVES) ACTIVITY—Chairman, Katherine Nichols, Dallas; Co-Chairmen, Mrs. Roy F. Cooper, Dallas; and Henry M. Bufkin, Dallas.

REGISTRATION—Chairman, Johnnie Punchard, Baytown High School, Baytown; Co-Chairmen, Martha Bright, Texas Christian University, Fort Worth; Faborn Etier, University of Texas, Austin; and Jessie Sim, Sherman High School, Sherman.

BUFFET SUPPER—Chairman, Melvin Munn, Group Hospital Service, Dallas, (Dallas NOMA Chapter); and Co-Chairman, Vera McCauley, Crozier Technical High School, Dallas.

CONVENTION FINANCE—Bob Hitch, Treasurer, MPBEA; Vernon Payne, Vice President, Program Chairman; and L. M. Collins, General Convention Chairman.

HIDY!

Texas business teachers welcome all business educators from New Mexico, Colorado, Kansas, Oklahoma, Wyoming, Nebraska, and North and South Dakota to the third annual Mountain-Plains Business Education Association Convention in Dallas, June 17 through 19. Committees are busy arranging for a program "chuck full" of new thoughts on business education. Social and special events will be "a-plenty." Again, outstanding names in business education will lend sound leadership to a professional experience you will not want to miss. And too, Texas is modestly the largest state in the union. You can find the sagebrush of New Mexico; the wheat fields of Kansas and Nebraska; the oil fields of Oklahoma; the 72-degree Colorado weather in the Adolphus Hotel; the Western atmosphere of Wyoming; and the cattle of the Dakotas; all this, plus a glance at the heart of industrialization in the great Southwest. MPBEA needs you and you need the professional lift which the program affords you. "You all come" on down to where "Howdy" is just plain Hidy! —L. M. COLLINS, MPBEA Convention General Chairman.

MESSAGES FROM THE EXECUTIVE OFFICERS

MPBEA PRESIDENT'S MESSAGE. "Stars" of Business Education will be on hand in the Lone Star State, June 17-19, to set burning the candle representing the third anniversary of the Mountain-Plains Business Education Association. In a spirit of fellowship, they will also assist in enlightening MPBEA members and associates on the current trends, techniques, and research projects directed toward solving varied problems experienced by business teachers.

The air-conditioned Adolphus Hotel in Dallas, Texas, will be the scene of good fun, fellowship, and factual information from the opening banquet, featuring D. D. Lessenberry, to the closing luncheon where new officers, 1955 convention site, and other interesting events will be announced. Millard Collins, general chairman, and Vernon Payne, program chairman, have been busy the past few months arranging an entertaining and worthwhile convention. Under their direction and with the assistance of regional business educators, southern and western hospitality combine to give you a traditionally "bigger and better" Texas welcome. All business teachers are cordially invited to attend.

MPBEA, the youngster of the UBEA Regional Family, has grown rapidly in its first three years. The latest membership report revealed that over 1300 business teachers in the Mountain-Plains Region belong to UBEA-MPBEA. This progress is a reflection of the continuous effort on the part of the state membership chairmen and their regional director. During the past year, eight of the states in the region showed increased membership. It is hoped that many more business teachers will become UBEA-MPBEA members.

Your officers and the executive board are looking forward to meeting you and your friends at the Adolphus Hotel in Dallas, Texas, June 17-19, 1954.—EARL G. NICKS, *MPBEA President.*

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ENTHUSIASM IS CONTAGIOUS. "Laugh and the world laughs with you." "All the world loves a lover." To these adages business teachers should add, "Enthusiasm is contagious." As business teachers we appreciate intellectual enthusiasm on the part of our students. We should be cautioned to remember that our students appreciate classroom and professional enthusiasm on our part.

The love for, the interest in, one's work are the things that take work out of the "hum drum" routine that characterizes so many days for so many people. Never let it be said of a business teacher—"Too bad he has to teach." Better, much better, that people should say—"Man! what enthusiasm. He certainly enjoys his work."

All too few teachers are enthusiastic about their profession. As teachers of business, let us first be thankful that we have the opportunity to teach, and secondly let us appreciate the privilege that is ours—of teaching business subjects. Be proud that you are a business teacher. BOB HITCH, *MPBEA Treasurer.*

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ANOTHER MILESTONE. The 1954 convention of the Mountain-Plains Business Education Association will be a significant milestone in the professional growth and development of business education in Region IV of UBEA. It will be the first meeting of this association as a full-fledged organization, the first meeting held in the Plains Area, and the first meeting with hotel headquarters. This year's convention program will feature panel discussions dealing with area



CONVENTION CHAIRMEN . . . Together for a discussion of convention plans are Millard Collins (left), general chairman, and Vernon V. Payne, program chairman for the 1954 convention in Dallas, Texas.

problems, teaching demonstrations, a symposium, a general session on trends in business and industry, and an array of "top-notch" speakers. The buffet supper program and the business tours are but two of the many events planned for your entertainment. Don't miss this educational extravaganza. See "you all" in Dallas.—VERNON PAYNE, *MPBEA Vice President.*

* * *

PROFESSIONAL PARTICIPATION. Denver, Estes Park, Dallas—these are significant places, past and future, in the Mountain-Plains Business Education Association. Those who attended our 1952 or 1953 conventions, or both, have memories of excellent programs, good fellowship, and fun. Preliminary plans for Dallas in June indicate another outstanding program, with even greater membership participation. Knowing of Texas eliminates any question as to the scale of fun and fellowship in store for us. Plan to be at the Adolphus Hotel in Dallas, June 17-19, and make our third convention one to top all conventions!

Our annual convention is but one part of our program of activity. We are going forward in the over-all plans for MPBEA. Enthusiasm and interest in our organization are evidenced by the growing membership and the wider teacher participation in meeting membership goals. The News Exchange not only unites our region by keeping us informed of business education and teachers throughout the area, but offers still another opportunity for business teachers to participate. More business teachers serving actively in our association means a stronger organization and a greater development of leadership among its members. Also, it assures a greater contribution to the profession.

The gradual development of the spirit of the unified membership—UBEA-MPBEA as one—is slowly reaching toward our goal of one strong professional organization for business education.

MPBEA serves the business teachers and contributes to the profession of business education today. You can be a part of and even greater service by selling UBEA-MPBEA now.—HULDA VAALER, *MPBEA Executive Secretary.*

ALONG THE TRAIL

Here and There. F. Kendrick Bangs has been on leave from the University of Colorado for three months while he acted as Business Manager for the Boulder County Hospital, Boulder, Colorado, assisting them in setting up business procedures. . . M. J. Little, Kansas State Teachers College, Pittsburg, recently appeared on television demonstrating the correct way to fill out an income tax form. . . The Wichita (Kansas) Beacon recently featured an article with pictures of the cooperative office practice program at West High School, in which Louise Keller serves as the co-ordinator. . . Robert Nolte, a business teacher at Cawker City (Kansas), was stricken with polio last summer but is again able to teach his classes. . . Donald Aase, Lisbon (North Dakota), president of the North Dakota Business Education Association, was married recently. . . Eugene Hughes, Dean, College of Business Administration, University of Houston (Texas), has developed a television program in several phases of business education. He and Carlos K. Hayden are working on plans for furthering television education. . . Emma Schmidt Hafer, Freeman (South Dakota) Junior College will accompany representatives of the JC Chapter of FBLA to the FBLA convention in Dallas. Mrs. Hofer and her chapter representatives attended the convention in Washington, last summer. She also represented the SDBEA at the UBEA Representative Assembly.

We Salute. Ralf J. Thomas, Kansas State Teachers College, Pittsburg, who has been made head of the Department of Business Education. . . Alice Boen, Teacher-Coordinator of Distributive Education, Central High School, Grand Forks (North Dakota) who was elected president of the North Dakota Vocational Association. . . Ruth Roberts, Head, Secretarial Science Department, Colorado A & M College, Ft. Collins, who was elected president of the Mountain View Chapter of NSA.

New Addresses. Esther Vanderlas is now on the staff of the Secretarial Science Department, Colorado A & M College, Ft. Collins. She formerly taught at Washburn University, Topeka, Kansas. At Ft. Collins she succeeds Maxine Patterson

who has returned to Stetson University, DeLand, Florida. . . Francis L. Mills is teaching business subjects at De Soto, Kansas. . . Eleanor Long, who has been working for some time with the Veteran's Administration in the state of Washington, is now teaching business subjects at Larned, Kansas. . . Harold Sutley, formerly of Densmore (Kansas), is now teaching business subjects at Norton. . . At the beginning of the second semester, John Dolan, who was taking graduate work at the University of North Dakota, accepted a position as business teacher at St. John.

Professional Organizations. Among MPBEA members attending the Joint Convention of UBEA Divisions in Chicago in February were Harold Binford, Western State College, Gunnison (Colorado); Ramon P. Heimerl, Colorado State College of Education; Hugh Barnes, Barnes School of Commerce, Denver; Sada Beth King, Florence High School, Colorado; E. C. McGill, Kansas (Emporia) State Teachers College; Ralf J. Thomas, Kansas (Pittsburg) State Teachers College; Sister M. Alexius, O.P., Cathedral High School, Omaha; Luviey M. Hill, Wayne House, Marion Nickerson, and Jane Stewart, University of Nebraska; Dorothy L. Travis, University of North Dakota; John E. Binnion, Southwestern State College, Weatherford (Oklahoma); Leona Dale Hulet, Oklahoma City University; Gerald A. Porter, University of Oklahoma; Hulda Vaaler, University of South Dakota; R. L. Higginbotham, Houston (Texas) Public Schools; Millard Collins, I.B.M., Dallas; Faborn Etier, University of Texas; Vernon V. Payne, North Texas State College; Donald J. Tate, Texas Technological College; Ray Farmer, New Mexico Highlands University; W. J. Lincoln, New Mexico Western College.

Course of Study Work. The Handbook in Business Education for South Dakota, prepared at a Workshop in Business Education during the summer of 1953, was recently sent out to South Dakota business teachers and administrators. The Handbook was written under the direction of Hulda Vaaler, with Dr. Lloyd V. Douglas, UBEA President, as consultant. It is prepared to serve as a guide to business teaching for the use of the classroom teachers in South Dakota. . . Plans are under way for the revision of the North Dakota State Course of Study in Business Education. Richard Klein, State Supervisor of Secondary Schools, will direct the work.

Please use this application to renew your own membership or to enter a new membership in UBEA-MPBEA

THE ASSOCIATIONS UNITED TO PROMOTE BETTER BUSINESS EDUCATION

YES, I want professional membership in my specialized association—UBEA-MPBEA. Please send I am a new member is enclosed renewal member

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UNITED SERVICES

SHORTHAND

DOROTHY H. VEON, Editor
MINA M. JOHNSON, Associate Editor

LET'S BE PRACTICAL IN TEACHING SHORTHAND

Contributed by Viola A. Norton, West High School, Madison, Wisconsin

EVERY TEACHER should seek better ways in which to help students master a skill subject. The teacher of shorthand should not only be concerned with the teaching of shorthand symbols, but also with two other factors—English and typewriting—that are equally important if the student is to have at his command an employable shorthand. Perhaps the most effective way of getting across to students something they should know is to teach it when the occasion arises.

The practice of training stenographers by teaching shorthand theory and dictation isolated from actual transcription and related problems of English (spelling, syllabication, punctuation, capitalization, vocabulary building, and form) is disappearing from more progressive schools. Modern practice demands a correlation of all these factors, as transcription—the goal in view—is based on a knowledge of these skills.

Memory Versus Readable Notes

Students must be taught to write readable shorthand notes. They should not rely on their memory to supplement their unreadable words. Every stenographic student should be able to read his notes whether they are "hot" or "cold." Readable notes are usually notes that are correctly written. Many people feel that it matters not how a student gets his notes down so long as he gets them down. However, when a student reads back, he will, in most cases, have difficulty reading words incorrectly or poorly written. It is, therefore, necessary that the mastery of shorthand outlines be taught rather than just skimming the surface.

Students must be taught to read their notes fluently; if they are to learn to transcribe accurately and quickly, they should learn to read by thoughts or phrase units. From the beginning a student should be taught to interpret and transfer his shorthand symbols into correctly spoken or correctly spelled and typed words. A student must have impressed upon him from the beginning of his training that it is his responsibility to take dictation in such a manner that he is able to reproduce exactly the thought of the dictator.

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

Writing Versus Reading Approach

If a student is to develop confidence and skill in shorthand, he should put into use, as soon as possible, the factors necessary to develop that skill. This simply means he should incorporate from the beginning of his learning period the writing of shorthand, the reading of shorthand, and the grammatically correct transcribing of his notes.

Material for students who write from the beginning should be easier than material for students whose training begins with the reading approach.

In teaching shorthand in the former manner, a short explanation of the theory involved with illustrations on the board preface the first writing. Symbols are presented and the students begin to write.

In planning the work one principle at a time must be considered, and symbols which can be developed into short sentences should be chosen. As words are incorporated into the learning process, short sentences in preference to isolated words are dictated. Fluency and speed are stressed from the beginning. No new material is given at first; all work is presented and practiced. The work is planned in such a way as not to present conflicting principles in writing until the student has learned each principle thoroughly. The material presented the previous day is dictated at the next class period, starting at sixty words a minute and then at higher rates.

Gradually as students gain a fair vocabulary of shorthand words and phrases, new material is given as a part of the outside practice work. After the previous day's assignment has been reviewed and practiced, a portion of the class period should be allowed for the dictation practice of new material. The student should begin early in his training to acquire the ability to take unfamiliar material. Sentences using familiar words constitute new material at the beginning; gradually new words involving the principles studied can be added to the material.

Letter Placement

At the same time a student is developing in shorthand he is no doubt learning the rudiments of typewriting. To teach students how to set up a letter from their shorthand notes at the same time letter placement is taught in the typewriting class is practical and successful. This time of presentation is preferable to any other because

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UNITED SERVICES

TYPEWRITING AND MODERN TEACHING AIDS

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

DEVICES FOR DEVELOPING PRODUCTION POWER IN TYPEWRITING

Contributed by Marie Jessa, Illinois State Normal University, Normal, Illinois

CLOSING the gap between basic skill development and the performance of production jobs is one of the principal problems of the teacher of skill subjects. Students who have reached satisfactory levels of speed and accuracy in typewriting from straight copy, for example, often become hesitating, groping typists when confronted with production tasks such as the typing of tabulated material, manuscripts, letters, and other business forms.

One of the chief handicaps in the learning of skill application is the lack of standards or goals. The setting of goals and the measurement of achievement is an accepted practice in the development of basic skill. Long-term and intermediate goals are set and both teacher and student measure progress from time to time. Not only are goals set for achievement on timed writings, but purposeful practice is becoming more and more the order of the classroom. Instead of instructions to write an exercise twice, for example, the student is guided in determining what outcomes should be striven for in the repetition of the exercise. When the standard is definite and the outcome reasonable and measurable, the student accepts some responsibility for his own improvement and has more of a desire and determination to succeed. Of course, a given standard is not always reached. However, there is no question but that the existence of the standard and frequent measurement in terms thereof has pulling power or at least prodding power.

When it comes to skill application, the situation is different. There are few established standards of performance and what measurement is done is taken over almost entirely by the teacher. Since the student has only a vague notion of what is expected of him, he cannot assume much responsibility for the outcome and consequently is often satisfied with effort rather than real accomplishment. Because skill application is complex and made up of many factors which must be woven into a pattern, the teacher, too, is often uncertain regarding standards and the basis of evaluation.

One way of attacking this problem is to find out what workers actually do on the job and use this information in setting up standards and methods of measurement. There is certainly no intention to discount the value that can come from well-conducted studies of this kind, but if there is one thing that surveys already made in this area indicate it is that practices vary greatly from office

to office. But even if we could set up standards for the various kinds of typing jobs on the basis of what business wants, needs, or expects, they would be in the nature of ultimate goals. While remote goals are desirable and necessary, they do not have the driving force of more immediate goals. Definite, well-understood classroom objectives must be determined, and they must grow out of the abilities, interests, and needs of individual students. Usable standards need to be established which will tap below-the-surface reserves of interest and effort.

Rather than being concerned too much about an elusive office standard, perhaps the best approach to the whole problem is to start where the student is and work for improvement, determining standards on the basis of average class accomplishment. Is this not the procedure that has been used in basic skill building to a large extent?

With a goal at which to aim, obviously the next step is to find ways of achieving it. The suggestions that follow are neither new nor original but they summarize some of the practices that are being used when working for production.

In the beginning stages of typewriting, all the individual elements which contribute to skill application should be practiced and improved individually if the total typing skill is to be satisfactory. This includes not only the development of speed and control but efficiency in setting marginal and tabular stops, locating the starting point, centering of headings, handlings of materials, reinsertion of paper, and other basic techniques. Too often instruction ends when the student knows how to do these things and actual skill in doing them is expected as the outcome of mere repetition.

While relatively simple applications can be begun early, those which involve organization of materials, form arrangement, and related complex factors should be delayed until good techniques combined with speed and accuracy have been developed. Otherwise a slow pattern of production will be the outcome. Determining when production exercises should be begun is an important decision. However, it should be pointed out that delay in starting the major production work results in covering the material more quickly and better.

In meeting standards some standardization of forms would be helpful. Too often students flit from exercise to exercise, each one having some variation in form that sets up another hurdle for the learner. Variety may be the spice of life, but it often leads to confusion and slowness in a typing class. For example, in teaching business letters the development of skill on a few basic styles would probably be better than trying to teach as many different styles as possible and all the variations

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TYPEWRITING AND MODERN TEACHING AIDS

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

in each. It is not possible to cover all the specific variations the worker may encounter on the job, so why not decide upon some basic forms in letter writing, tabulation, manuscripts, and other business forms and concentrate on them?

Simplifying instructions is another possibility. Too many times so-called instructions consist of discussion with the instructions slipped in here and there. There are only a few definite things that need to be known in order to set up an arrangement. For example, in simple manuscript writing the information needed is: length of line, spacing, starting line, stopping point, and location of page number. These can be stated very clearly and briefly so that the student not only understands them but is able to remember them.

The job breakdown sheet is a good device in production work. It forces the teacher to think through the steps and state them concisely and in logical order, all of which enables the student to follow them with a minimum of hesitation. Many of the practice manuals prepared for office machines use the job breakdown plan quite effectively.

Many students find simple computations difficult. Anything that can be done to eliminate or reduce the arithmetic involved in production exercises should increase the rate of production. The backspace method of tabulating is an example of eliminating arithmetic. Setting marginal stops at multiples of 5 has definite advantages. It is much easier to remember 20-60; 15-65; 10-70 than it is 22-62; 17-67; 12-72. In addition it takes less time to find the spot on the scale at intervals of 5 or 10.

The spiral method of teaching—proceeding from the simple to the complex—is adaptable to production work. This calls for careful selection of material and sufficient practice at each stage to build reasonable skill. Difficulties are introduced gradually and only when the students are able to handle them. In tabulation, for example, an exercise consisting of columns of words (not figures) would be the first step. Then repetitive practice should be given at this stage to the point where the student can handle this type of exercise easily and in a minimum of time. The opportunity for the student to measure his progress and to work toward a definite and clearly understood goal is thus provided. Then short column headings would be introduced, practiced, timed, and progress noted. In turn longer column headings would be included, and finally tabulations involving figures would be used.

Materials in typewriting textbooks are often too difficult and too limited in quantity. In checking manuscript writing in one textbook, it was found that only five ex-

ercises were provided. The first one consisted of a manuscript with side headings, the second called for the use of center and side headings, and the third exercise consisted of a typewritten report of a conversation. The last two were a library list and material employing footnotes. It would not be surprising if the student fumbled somewhat and his production dipped to a new low. These exercises have value when used at the right stage of development, but are they suitable in the initial stages?

Some of the established practices in basic skill building are adaptable to skill application and should be extended into that area. If students accomplish more in skill building when working under the pressure of time, cannot timing be used in skill application work? Not only can the whole job be timed, but short timings are possible and they have the advantage of being more easily administered. For example, in letter writing a one- or two-minute timing might be used to see how much of the letter can be finished in that time. The timing can be repeated to bring improvement. The various parts of the letter can be timed.

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A TEACHING DEVICE

Contributed by Rachel A. Johnson, Senior High School,
Winthrop, Massachusetts

The opaque projector has proven to be a valuable aid in introducing office machines to the secretarial training and clerical practice classes. Pictures of the various machines offered for instruction can be flashed on the screen, and a brief description, special features, and job possibilities explained to the classes. The first lecture might include the electric typewriters and the transcribing machines; the second, the listing and calculating machines; and the third, the bookkeeping and duplicating machines. Each discussion should be followed by a question period. Office machines advertisements such as those which appear in this magazine and advertising material sent out by the various companies furnish excellent copy for this project.

This type of introduction to office machines serves a twofold purpose—First, a time-saver program because the pupils get a general idea of the machines that are available for instruction. Second, it simplifies the process of explaining the particular features of each machine to each individual.

Visual aids certainly have a definite place in business education and this experiment giving preliminary information on office machines stimulates the pupils' interest and their desire to start the course.

UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

HARRY HUFFMAN, Editor
WILLIAM SELDEN, Associate Editor

GOOD WORK HABITS MAKE GOOD BOOKKEEPERS

Contributed by Harold B. Cowan, Dedham High School, Dedham, Massachusetts

EDITOR'S NOTE: Teachers of bookkeeping and accounting, probably more than any others, are faced continuously with the problem of assisting their pupils in establishing good work habits. This article should prove interesting and helpful to teachers in their efforts to stimulate the poor worker to become a good worker.

ANY CLASSROOM TEACHER would give up an annual increment if he would be sure of going through that year with classes composed of boys and girls who possess good work habits. Any teacher who has charge of study halls often is puzzled over why some pupils will putter through the 40 minutes, turning pages aimlessly, glancing at the clock, day dreaming, or in some other way waste time. The teacher may bear down and make the pupil apparently study, but only apparently. The pupil who wastes time in the study hall probably is inefficient in home lessons, if indeed he tackles them at all. The study hall teacher is concerned, but the pupil's subject teachers are burdened.

Some time ago an article appeared by a teacher who was retiring after 25 years, not because of superannuation, but because she had finally given up trying to do the kind of a job she had expected to do when she started.

Many of us have felt that our administration was not in sympathy, or that certain parents were too demanding. Our contentment on the job depends upon whether we let these real or imagined wrongs simmer in our minds and hearts, eroding the joy in teaching, or whether we find the person involved and "talk it out." Not always is the result satisfactory, but often we find we get a better deal after a healthy conference, or we find that we have been only imagining an unpleasant situation. For the present article however, we shall confine ourselves to the problem of student work habits. It is difficult to determine why students vary so much in work habits, although very easy to see that they do.

A person's study hall activity is a good measure of his work habits in school matters. We cannot always say if he is indolent in school, that he is indolent outside. Some boys (but far from all) who do little school work are active, dependable store clerks, yard tenders, painters, gas station attendants, mechanics, but these are physical activities. Only in school work requiring more thinking, are we interested, for the purpose of this article.

At the risk of being discouraging, let us say here that work habits, attitudes, personality, and any traits are well established in a person by the time he reaches our

ninth or tenth grade, which is where we secondary workers meet him. Sometimes we can help a pupil improve, in one of his qualities; many times we apparently cannot, but it is always worth trying. We can do something sometimes, with quiet but rigid insistence, sometimes we can achieve something with frequent interviews.

Right here let us make sure that we are not discussing school discipline, we are discussing work habits. Discipline is for school time only, but work habits are for home assignments more than for school time. In a class we can keep attention, or get practice work done under our direct supervision, but to get a pupil to apply himself as steadily and efficiently at home is another problem.

The scientific folk present us with the dreary generalization that one does not improve in anything unless he wants to improve. If one has no desire to develop in work habits, he may appear to develop under pressure and supervision which he cannot overcome, especially if the force and pressure are more unpleasant than the work activity, but he will cast off the apparent improvement immediately the force impelling him is withdrawn, in nearly all cases. Occasionally, but rarely, a person against his own dislike and stubbornness is pressured by his family into becoming a fair or good musician, but we know of many more under similar conditions whose musical educational work never thrives!

The scientific people however do give us encouragement. They tell us that if we gain a pupil's confidence, we can stimulate him favorably. We cannot get his confidence unless he is convinced that we are interested in him, not in just our own success on the job. In those whose confidence we secure, perhaps we can inspire improvement in work habits; if we cannot get their confidence, we definitely cannot inspire improvement.

Sometimes, yes oftentimes, we feel that we can make no satisfactory headway in stimulating a boy or girl. Then, regretfully, we must fall back on pressure, first chiding, then as a last resort penalizing. To get the best possible results in either of these latter mentioned efforts, we must maintain the attitude, and endeavor to inculcate in the pupil's mind the conviction that we are regretful, but are under the compulsion of conscience to act in the way that appears necessary for the pupil's good.

Work habits, or the pretense of them, are not productive unless the student has enough ability to do the work assigned. The reading experts are doing a lot of studying and publishing, but we business teachers see too little of it. We can learn that work habits and reading speed and comprehension run quite concurrently. We can learn that a person may exercise good work habits on a job within his mental range but not on a

UNITED SERVICES BOOKKEEPING AND ACCOUNTING

job above it, and he may balk at a job much below it. The preceding comments in this paragraph apply, of course, to work involving reading.

The teaching of good work habits is simple, but assurance that a pupil will exercise the good work habits we teach is not simple. In some subjects a teacher will give a definite task such as finding and writing answers to specific questions. The questions in some cases can be answered by copying from or rephrasing the text, in these cases the work habit is prescribed by the teacher. In a subject like bookkeeping, mathematics, or shorthand the work method can be outlined: the working out of forms, words, sentences, so the only problem (and out of the teacher's control) is whether the student gets to it. In some subjects, assignments require studying the textbook or looking up reference material, and in such assignments we find the greatest difference in achievement due to the level of work habits.

Book (textbook or reference) study is the kind that produces the most educational benefit for the reader, so far as his intelligence permits, but only in proportion to his work habits. Here is where good work habits can be taught to those who need them. There are several schemes for effective study, but they are all similar.

The most common method is to read according to a plan. Usually the entire assignment is read first, or the entire reference is read first. Then a paragraph, or part of a very long one is reread, one or more times until the meaning seems to be clear. Then the next paragraph is perused the same way. Some teachers advocate that two or even more pupils work together, but the evidence is that few young people below college age study together profitably: the likelihood is that one will do most of the pulling.

One thing must be agreed here, definitely. Work habits are not formed nor would they be successful if a student is assigned work beyond his capacity. Whether ability grouping of class groups, or some other to individual differences is used, no work much beyond a person's learning power in that field can be given and good results expected. Also, work not below the level of the student's learning power in that field must be assigned or he will have no need for good work habits to accomplish it.

When a pupil of poor work habits arrives in the secondary school where we meet him, our ability to stimulate improvement bears a ratio inverse to the length of time he has been developing poor work habits. If he did well for seven grades, slipped in the eighth, and shows the slow tendency in the ninth, we can often help him by inducing him to realize that his current trouble is due to his age interest. Perhaps we can help him to rebalance his time and energies again so he will resume a good school work habit. We shall have to act quickly, however, or he is likely to develop a habit of rejection

which is difficult to overcome. If he has come up through several years without good work habits, our job is hard and in many cases unproductive. We cannot blame an incoming pupil's poor work habits on the teachers of earlier grades unless we know that there was little effort put forth to teach them. Usually a tour of inquiry will show that the pupil has had more than his share of attention.

Home conditions may be family difficulties or family pampering. A happy or unhappy home life is a serious bar to home study except to the occasional person who concentrates on his study as an escape from the unpleasant environment. A pampering home condition may be one which permits overindulgence in radio, television, or midweek social activities. One contemporary teacher sums up the work habits problem with the observation, "The good IQ has learned good work habits, the low IQ has not learned them and cannot learn them, the big average group will have a range of satisfactory working abilities and habits. We are forced to a certain conclusion that little effect can be secured in stimulating a poor worker to be a good worker until he *wants* to improve."

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GENERAL CLERICAL

MARY E. CONNELLY, Editor
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SUMMER WORK EXPERIENCES OF LIBERAL ARTS COLLEGE GIRLS

Contributed by Sara E. Hess, Hood College, Frederick, Maryland

THE SEARCH for the answer to "after graduation — what?" seems to be the pre-occupation of college seniors and the question most prevalent in the minds of undergraduates as the college counselors advise concerning college course selections year after year. As a result of an analysis of a limited number of summer-work experiences of college girls, I am convinced that much help on the after-graduation problem is secured from on-the-job experience gained during the student's summer vacation. Business organizations employed 16 per cent of the total student population of my school this past summer.

It has been reported by a leading eastern college for women that the trend toward women students working in the summer, to gain on-the-job training which may be utilized in classroom studies and to earn money toward their educational expenses, began during World War II and has gained momentum ever since. They report one out of every two girls worked at paid or voluntary jobs during the 1953 summer vacation, the paid jobs averaging an all-time high of \$278 a girl.¹ Another woman's college has published record-breaking earnings for the summer of 1953.²

Seventy-one students, of the total 450 enrolled for 1953, entered office and sales positions during the summer. Following this lead, 55 worked as camp and playground supervisors and 31 were employed as waitresses. The following classification indicates the types of organizations that gave the 71 students summer work:

COMPANY CLASSIFICATIONS	NUMBER EMPLOYED
Retail establishments	11
Government	10
Banks	9
Manufacturing concerns	7
Insurance companies	7
Utility companies	6
Hospital and community service organizations	6
Schools	2
Publishing houses	2
Advertising firms	1
Engineering firms	1
Chemical firms	1
Unclassified	8
	71

In a liberal arts college such as Hood College, the business education courses are of a "service" nature. That

¹New York Times, December 13, 1953.

²New York Times, January 24, 1954.

is, a graduate with a field of special interest in English, for example, may be able to secure a job with a magazine on the basis of her academic background plus her skills in the tools of the office of the publishing company. Without skills she would not be considered for her initial position with the publication. The courses may be considered service, too, because they enable girls to secure summer work and help students to prepare their college course work more efficiently. But because they are of this "service" variety, the program is limited and no major is given. Three semesters of shorthand, one of typewriting, one of office practice, and one of secretarial accounting constitute the total program of the secretarial studies department. (The accounting class is required by students electing to become future members of the American Dietetics Association and must, therefore, be a basic course in accounting theory.) All other students elect the offerings given by the secretarial studies department.

It can be pointed out, too, that many students fortunately come to college with typewriting and shorthand skills well developed from their high school activities; this is evidenced by the fact that in 1953 at the college, 24 entering freshmen participated in summer work in the office area. Additional evidence that skills are well developed in high school is that placement examinations are passed frequently and the student is allowed to schedule the advance courses in shorthand and office practice.

The office of the Dean of Students at the college secures a report of summer work activity from each girl when she returns to school in the fall and the reports are available to any faculty member who is interested in them.

Although there is no compulsion to report summer activities in full, the students report freely and indicate on the form personal data such as "total amount earned" during the period of employment. It was possible to average the hourly salaries earned by the 49 students classified as either clerk-typists, general clerical workers, file clerks, and secretaries and to calculate an average wage of 99 cents an hour. Office work obviously does not pay the best salary and some of the girls may work for experience rather than great monetary return. It is generally recognized on a college campus that waitress and factory work pay the best wages, but we have fewer girls working in these jobs at Hood College than in the past summers.

It would seem that many girls would work for their fathers, but it was reported that 60 per cent of the workers got their jobs by direct application and interview and only 14 per cent stated that relatives helped get

UNITED SERVICES

GENERAL CLERICAL

them summer work. Two students used employment agencies and three had civil service status. A few jobs were the same as those held in previous summers and several were secured for them by friends. Many girls believe it is not the best practice to work for their family and some of them who did remarked negatively about that kind of activity.

The fact that in 1953 so great a percentage of our college girls got vacation jobs in business seems to invalidate the current alarm that secretarial work is tightening up. Apparently, even inadequately prepared students were still in demand to fill the gaps in the clerical areas of the economy.

The college newspaper commented editorially "although the ideal of our liberal arts education consists of broad courses of study, we must also be realistic and prepare for the task of finding a job." Many girls have been "realistic" in their choice of summer work. Some have found, via the part-time road, the business area of their liking! And, they went into offices and sales positions almost without persuasion on the part of their school.

It is interesting and helpful for business teachers to find out what summer occupations their students pursue. This information can be added to the total "picture" of the individual student and thus enable the teacher to interpret the students' problems and enrich the teaching. Students who have had first-hand opportunities to observe business organizations at work are usually generous in relating practices and procedures to the class. Teachers are also encouraged to suggest summer employment to their students as an antidote for the "After Graduation—What?" consideration which overwhelms so many students.

FILING IS NO LONGER A STEPCHILD

Contributed by Rida Duckwall, Kansas State Teachers College, Emporia, Kansas

ALTHOUGH the files are the center of a business organization, many schools give filing a secondary position by using it as a filler in an office practice or secretarial course. A two-hour (one semester) laboratory class in filing has been introduced in our school in order to place more emphasis on this important clerical activity. Most of the actual filing is done in the classroom while the textbook and supplementary materials are studied outside of class time.

A textbook presenting the following types of filing constitutes the basis of the course: alphabetic for cards and correspondence, numeric, geographic, subject, Triple Check Automatic, and Russell-Soundex. Emphasis is placed on special techniques such as charge and follow-up methods, transfer methods, and various office applica-

tions of the tickler or date file. In this community of 15,000 population, not too many filing experts come in contact with the business offices. Consequently, several students have been able to apply techniques learned in class to the files with which they are working in local offices.

One girl seemed particularly interested when the class discussion was on the use of tickler files. She worked after school at the local radio station where contracts with local business firms expired at various dates. Naturally, it was important to both the station and the advertisers to have the contracts renewed promptly, and the office people always worried over a possible slip-up because the plan used left too much to memory. This student wanted to know if a tickler file could be set up so an office worker would be reminded of the expiration several days ahead of the actual date, and in turn, notify the advertiser. Since this was a practical application of school learning, she was encouraged to discuss the possibilities with her employer. The employer recognized the need for the tickler file and instructed her to buy whatever equipment was needed. A few weeks later, the student reported on the results, which, of course, included a pleased employer, more confident office workers, and a happy student who felt that she had been able to make an actual contribution to her business office.

Considerable extra material has been placed in the laboratory for demonstration purposes and is used by the instructor in class discussions. These materials include: Standard size files for alphabetic, numeric, geographic, and subject filing; 4 by 6 card file; 3 by 5 tickler file; Small rotary file; Book-type visible file; Visible file, using plastic signals, in a metal drawer; Tub file; Out guide with pocket for requisition card, out folder, out card; Various types of folders—legal size, colored, classfile, casebinder, and hanging-type folder; Folders showing different cuts—half-cut, third-cut, fifth-cut; Correspondence sorter on wheels; Check sorter; Filing shelf; Filing stools—one high, one low on wheels; and Pictures to illustrate different types of files not actually in the laboratory.

It has been gratifying to have filing classes well filled each semester; and also to have both business administration majors and secretarial majors enrolled. The business administration students, usually men, feel that as office managers and executives they will work more intelligently with secretaries and file clerks if they have some knowledge of filing equipment and procedures.

A constant effort is made in class discussions to show students the relationship and importance of filing to other activities in a business office. While it is impossible to teach every filing system students may find in business offices, a background as broad as the one described enables them to grasp quickly the usual plans they will encounter.

UNITED SERVICES

BASIC BUSINESS

GENERAL BUSINESS CURRICULUM IN THE JUNIOR COLLEGE

Contributed by Hal F. Holt, Phoenix College, Phoenix Arizona

GENERAL BUSINESS is a term which has been used at various times and places in the schools of the United States to designate several different things. Three meanings which seem to be dominant in its usage are: (a) A ninth-grade course designed to introduce students to the field of business; (b) the title of a college and university curriculum, the principal objective of which is to provide general business training without specialization in any particular field of business; and (c) the title of a terminal, occupational curriculum in the junior college.

The objectives of the general business curriculum quite clearly provide for both general and specific job training and for employment in business immediately upon graduation from junior college. General education and general business education are included in the objectives. Specific job training includes many of the tasks common to clerical or general office work, such as: bookkeeping, secretarial, stenographic, filing, and office machine operation. Some schools have objectives which provide for training in sales and management positions. The specific objectives are listed in the order of their importance as follows:

1. To provide students with a broad general education in the field of business.
2. To prepare students to enter business employment immediately upon graduation.
3. To prepare students for responsible citizenship.
4. To introduce students into the fields of business.
5. To provide specific job training.
6. To contribute to students' general education.
7. To prepare students to establish businesses of their own.

Curricular Pattern

The program of studies for the general business curriculum contains certain subjects which are designed to provide an introduction to the field of business, to provide a basis for skill development, and to contribute to general education. These introductory business subjects include accounting, typewriting, economics, business law, business mathematics, business English, and introduction to business. Subjects which provide skill training to perform specific duties in business consist of accounting, typewriting, office machines, and office practice.

The curricular pattern includes certain non-business subjects which contribute to general education and which may be basic to skill development. These subjects

GLADYS BAHR, Editor
HOWARD M. NORTON, Associate Editor

are English, physical education, speech, government, and psychology. The program of studies for the general business curriculum follows:

<i>Business Subjects</i>	<i>Credit</i>	<i>Non-business Subjects</i>	<i>Credit</i>
Accounting	8	English	6
Typewriting	6	Physical Education	2
Economics	6	Speech	3
Business Law	3	Government	4
Business Mathematics	3	Psychology	3
Business English	3		—
Office Machines	3	Total	18
Office Practice	3		—
Introduction to Business	3	Elective Subjects	8
	—		—
Total	38	Total	26

Employment Status of General Business Graduates

The accomplishment of the vocational objectives may be evaluated, to a considerable extent, by the employment status of men and women who complete the general business curriculum. Nearly all of the graduates included in this study were employed seven months after graduation, and most of their positions were in business occupations. Although several of the graduates held positions in specific job classifications, the largest number were employed as clerks with numerous and varied duties to perform.

The average number of duties performed by employed graduates was five, and the five duties most frequently performed were typing, filing, general office, handling mail, and bookkeeping.

Policies and Practices for Vocational Education

Junior colleges which offer terminal, occupational curricula are obligated to provide adequate training for the positions which their graduates are expected to obtain. In addition to training, it is highly desirable for schools to provide certain services to graduates and to local employers which facilitate employment, and to follow certain practices which maintain satisfactory relationships between former students and their employers. Services and practices recommended by educational literature consist of community surveys, surveys of occupational possibilities, job placement, work experience, follow-up studies, and advisory committees.

Most of the junior colleges offering a general business curriculum provide job-placement service and make surveys of occupational possibilities. Less than one-half of these junior colleges conduct follow-up studies or make community surveys, and only a small number make use of community advisory committees. It is probable, therefore, that graduates of the general business curriculum obtain employment in business and perform the

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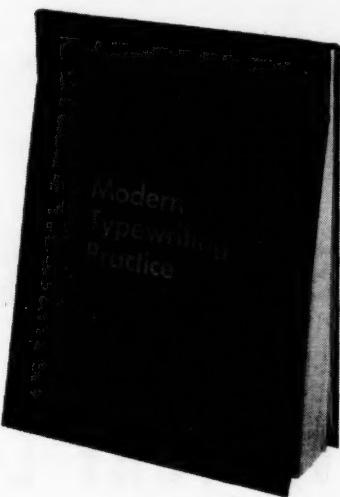
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duties assigned to them satisfactorily for three reasons: (a) Their program of studies is adequate; (b) employment possibilities in the local community are determined for them; and (c) job-placement is provided. If these reasons are true, it is probable also that follow-up studies, community surveys, and advisory committees are desirable but not essential in the satisfactory accomplishment of vocational objectives.

Opinions of Department Chairmen and Graduates

Chairmen of the business departments in junior colleges offering a general business curriculum agreed that employment in business is the ultimate objective of this curriculum. They believe that the curriculum has been successful in their own junior colleges. These opinions of the chairmen are in perfect agreement with the vocational objectives of the curriculum and the employment status of graduates. The only criticism voiced by several chairmen concerns the failure of the curriculum to attract students.

The graduates reported they chose the general business curriculum because they wanted training for employment in business, the same reason given by chairmen for having the curriculum in their schools. The feeling that the subjects taken provide adequate training was voiced by graduates—this definitely agrees with the opinion of the chairmen that the curriculum has been successful.

The general business curriculum in the junior college is a two-year terminal program designed primarily to provide occupational training for general, clerical positions in business.

The curriculum has successfully operated in the junior college, as measured by criteria consisting of the employment status of graduates, the statements made by business department chairmen, and the beliefs held by graduates.

The general business curriculum performs an important function in the junior college. It provides an op-

portunity for students to enroll in a business program without having selected a specific type of business occupation for which to prepare. After having selected this curriculum, students may complete the program with some assurance that their training will equip them to work in business. Students may also choose to transfer from the general business curriculum to a program for specific types of training, or they may continue in business beyond junior college.

In order to serve students and community in a more acceptable manner, junior colleges should make known the real purposes of general business. This curriculum might be improved and become attractive to more students if the curriculum pattern were changed to provide an opportunity for the selection of courses in selling and in the secretarial subjects. Such an opportunity could be provided in the elective subjects of the curricular pattern.

A much closer association between the junior college and business in the local community is desirable. The junior colleges do not provide all of the services which are desirable, if not essential, to an occupational training program.

TEACHING AIDS—TYPEWRITING

(Continued from page 31)

Preview practice is used in skill building. Not only can the body of the form being typed be previewed and practiced, but the trouble spots can be isolated and eliminated. Just a little observation will indicate where these trouble spots are. Pacing practice is another device used in skill building which can be adapted to application exercises. In recent years more attention has been given to the difficulty of the material used in skill building; the material used in manuscript writing, letter writing, tabulation, and related problems needs to be

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controlled in difficulty in the initial stages, so that the student can give his undivided effort to the new task.

Grading may adversely affect production if it is begun too soon and if too much grading is done. It must be recognized that there are practice levels in production typing. Grading during this learning period may cause the student to be fearful of making errors, in which case hesitant, uncertain typewriting will result. Certain exercises should be selected to sample learning after the student has had a chance to learn how to do the job.

This complex problem of training typists for production does not have a simple solution, but it is believed that following these practices will help to make this phase of typing easier for the student and bring him closer to the ultimate goal—a competent typist.

SHORTHAND

(Continued from page 29)

then the length of the letter for the typewriting class ranges from sixty to one hundred words, and likewise dictation material is about the same length. It can best be taught by directing attention to the fact that the letter in typewriting that day was approximately the same length as the letter dictated.

The various ways in which a letter may be set up are discussed and then the approximate space required to write a letter of the same length in shorthand is noted. As the letters get longer in typewriting, the material dictated is lengthened so that the students may see how much space their notes cover. By having students know the approximate number of words in a column of their shorthand notes, they soon learn to judge accurately the set-up for any length letter. This method of teaching letter placement removes the problem of arrangement.

To be able to type rapidly from shorthand notes involves both the shorthand and typewriting skill—each student must be able to read his notes fluently. This can best be accomplished by having the student read a great deal of shorthand material. He can begin by reading shorthand plates with which he is familiar, and he should read the material until he can read it rapidly. Emphasis should be placed particularly on the ability of the student to read back his own notes. It is a good idea to have the student read his notes in units of thought, as this will help to keep in mind the meaning of the dictation.

At the beginning, the dictation and transcription approach does not cover as much material as is covered in the reading approach. As the students develop in writing and understanding, however, they gain momentum and by the end of the first semester they have covered the same material as is covered in the reading approach. They can write and transcribe with an understanding of what they are doing.

If at all times the ultimate goal of practicality is kept in mind, students will be ready to go into the business office and have at their command a shorthand which they can write and transcribe with adequate skill and confidence.

PIERCE

(Continued from page 21)

punch, multiply, post, pull from file, return to storage, sort, subtract, take from storage, type, uncover, unfasten, and unfold."

Each contributor reporting filing times, for example, included information about the equipment used, such as: type of file, wood or steel; the number of drawers; the arrangement of the drawers and the common term describing drawer size (e.g., letter, legal, jumbo, etc.); drawer size and accessories, the inside height, width and depth in inches, and the drawer accessories, such as follower blocks, multiple dividers, flex-files, guide and index cards, separators, and folders.

In addition, the position taken by the operator, such as, "seated, standing, at desk, table, bench, machine," was reported.

Typical times and other data were analyzed and standard data were proposed. For example, it was determined that the time element for typing a character was .0059 minute.

A company manufacturing office equipment has for several years conducted micromotions studies of the typewriting elements. The information given to their salesmen was, in part: "Basic motion time is a synthetic time approximating the time required by an expert operator to perform an operation under ideal conditions. This time is built up through the application of basic motion time factors which have been developed by micromotions studies of many operations. They are intended to represent the relationship between the time required to perform one operation and the time required to perform any other operations, rather than a real measurement of time required for any particular element."

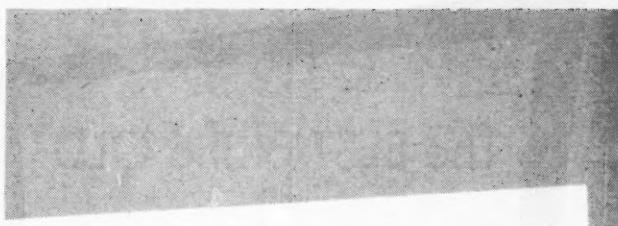
Basic motion factors or relative values to be used in typewriting time analysis comparisons are as follows: key stroke 2, lateral space 2, tabular stop 10, carriage return 10, vertical spacing 5, hand positioning carriage 25, shift from lower to upper case 3."

Management is interested in the volume of work performed, the speed and accuracy with which it is done, and the cost. Management should be able to compare the results of the clerical activities with the quantity and quality expected.

Basic Information

My experience has indicated that young people are trained in the basic skills as taught under laboratory conditions, but lack understanding of what constitutes a day's work. They are not cost conscious either of time or material; consequently, they impede management's plans for developing standards.

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Elvin S. Eyster, chairman of the Department of Business Education, Indiana University, has been elected chairman of the John Robert Gregg Award Administrative Committee for 1954, it was announced recently by Paul S. Lomax, the 1953 Chairman.

Other members of the Administrative Committee are: Bernard Shilt, Buffalo; L. H. Diekroeger, St. Louis; Theodore Woodward, George Peabody College, Nashville; H. T. Barnes, Denver; and Helen Reynolds, New York University.

Nominations for the 1954 award are now being received, according to the new chairman. The recipient of the award will be chosen on the basis of outstanding contributions to business education. Possible areas of achievement in which the recipient may have made contributions, are as follows: (1) Contributions to teaching—theory, method, or classroom practice; (2) Contributions to business and industry, with definite implications and significance for education; (3) Contributions to teaching methodology; (4) Writing contributions; (5) Original research or direction of research; (6) Organizational work (committees, association, fraternities, etc.); (7) Administration of business education programs in high schools, colleges, or business schools; (8) Teacher education and the like.

"All business teachers, administrators, and friends of business education are invited to submit nominations for the award," Dr. Eyster said. Those who wish to make nominations should write for an official nomination blank to Dr. Elvin S. Eyster, School of Education, Indiana University, Bloomington, Indiana. Recipients are selected by an independent Board of Selection comprised of five business educators. The final date on which nominations for the 1954 award may be received to be considered is June 30, 1954.

KNOW YOUR NATIONAL COUNCIL FOR BUSINESS EDUCATION

The National Council for Business Education is also known as the Executive Board of the United Business Education Association. The original Council was organized in 1933 as the coordinating association for business-teacher organizations. In 1946, the National Council for Business Education merged with the Department of Business Education (organized in 1892) of the National Education Association to form the United Business Education Association.

Council Represents Geographic Regions and Areas of Business Education

The present Council consists of sixteen regional representatives; the president, vice president, and treasurer of UBEA; the presidents of the four UBEA professional divisions—Research Foundation, Administrators Division, National Association of Business Teacher-Training Institutions, and the U. S. Chapter of the International Society for Business Education; and the presidents of unified regional associations—Southern Business Education Association, Western Business Education Association, and Mountain-Plains Business Education Association. The executive secretary and the immediate past-presidents of UBEA, NABTTI, and U.S. Chapter of ISBE are ex-officio members of the National Council.

Voting by Mail Ballot

Regional representatives on the Council are elected annually by mail ballot for terms of three years. Nominations are made by a committee composed of one UBEA member from each state. Members of the nominating committee are the presidents or past presidents of affiliated state or local associations, chairmen of the state membership committee, the state director of a unified regional association, or a member of a functioning or co-ordinating committee. Each member of the nominating committee has the privilege of naming one person within the region for the consideration of the other committee members. All nominees are ranked by the regional committee and the two names receiving the highest number of points are placed on the ballot. Regular and professional members may choose between the nominees or they may write in the name of another member.

Any UBEA member may submit to the Council member nearest him any proposal affecting the policy of the

Association. The Council member will file the proposal with the executive secretary sixty days before the annual meeting. Proposals affecting constitutional changes must be accompanied by twenty-five signatures of regular and professional members. The agenda prepared by the president and executive secretary is submitted to Council members thirty days in advance of regular and special meetings. Important items of business which cannot be held over for regular or special sessions are transacted by mail vote.

Functions of Council

Among the functions of the Council are to: [1] study and act upon policies affecting the Association which may be proposed by any member, [2] carry out the wishes of the Representative Assembly, [3] encourage and assist volunteer workers within the region in directing the activities of the Association, [4] elect the officers of the Association and assist them in dispatching their duties, and [5] promote a dynamic program for better business education on all levels—local, state, regional, and national.

Positions of Leadership

Council members hold strategic positions of leadership and have a special responsibility for advancement of the profession. They do not stand apart from the membership as a mysterious governing body, but are drawn from the membership to work for the membership in carrying out approved programs, promote and conduct needed services, and advance the interests of the profession. Council members are leaders who have not sought the high places, but who have been drafted into service because of their ability and willingness to serve in promoting better business education through UBEA and the affiliated associations.

Know your Council members . . . keep your Council members informed . . . vote in each annual election for the nominees who represent your ideas and ideals in business education. The strength of the Association is directly correlated with the effectiveness of its members in the selection of Council representatives who are sufficiently self-sacrificing to give the necessary time, thought, and study to their duties.

HOLLIS GUY, Executive Secretary
United Business Education Association
Washington, D. C.

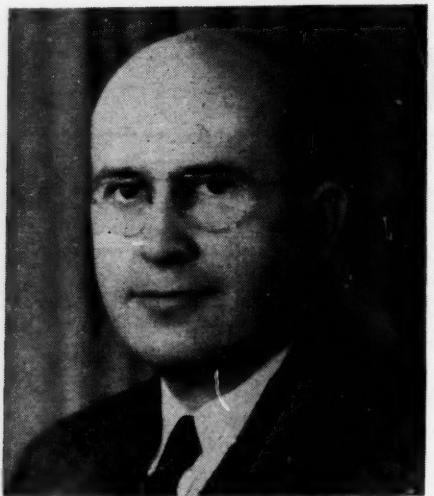
UBEA IN ACTION



LESTER I. SLUDER, Boston University,
Boston, Massachusetts
Eastern Region, 1951-54



MILTON C. OLSON, New York State
College for Teachers, Albany
Eastern Region, 1953-56



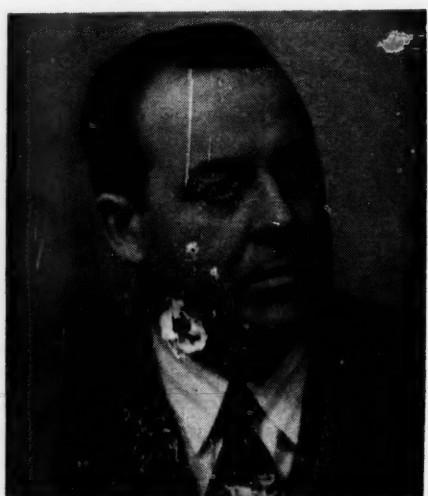
I. KERR MILLER, Williamsport High
School, Williamsport, Pennsylvania
Eastern Region 1951-54



ESTELLE S. PHILLIPS, District Public
Schools (Supr.), Washington, D. C.
Eastern Region, 1952-55



ELISE E. ALTMAN, Batesburg High School,
Batesburg, South Carolina
Southern Region, 1951-54



J. FRANK DAME, Florida State
University, Tallahassee
Southern Region, 1953-56



FRANK M. HERNDON, University of
Mississippi, University
SBEA President



ROBERT T. STICKLER, Proviso Township
High School, Maywood, Illinois
Central Region, 1951-54



KAY L. RUPPLE, Waukesha High
School, Waukesha, Wisconsin
Central Region, 1952-55

NATIONAL COUNCIL MEMBERS

SERVING BUSINESS EDUCATION ...

Representing
. City and State
Supervisors
. College Teachers
. High School Teachers



EARL G. NICKS, University of Denver,
Denver, Colorado. MPBEA President
Mountain-Plains Region, 1952-55



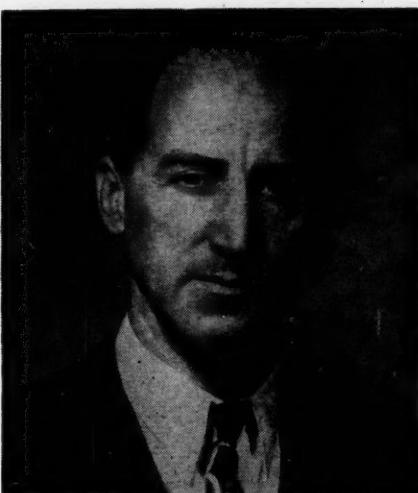
E. C. MCGILL, Kansas State Teachers
College, Emporia, Kansas
Mountain-Plains Region, 1953-56



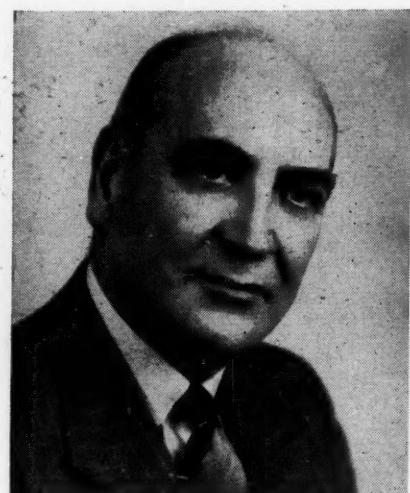
THEODORE YERIAN, Oregon
State College, Corvallis
Western Region, 1953-56



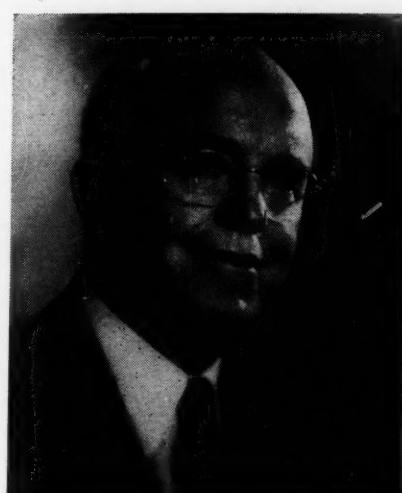
PHILLIP B. ASHWORTH, San Diego
Schools (Asst. Supr.) San Diego, Calif.
Western Region, 1952-55



MARDON A. SHERMAN, Chico State
College, Chico, California
Western Region, 1951-54



JOHN M. TRYTTEN, University of
Michigan, Ann Arbor
NABTTI Past-President



HAMDEN L. FORKNER, Teachers College,
Columbia University, New York City
ISBE Past-President



EUGENE J. KOSY, Central Washington
College of Education, Ellensburg
WBEA President

UBEA IN ACTION



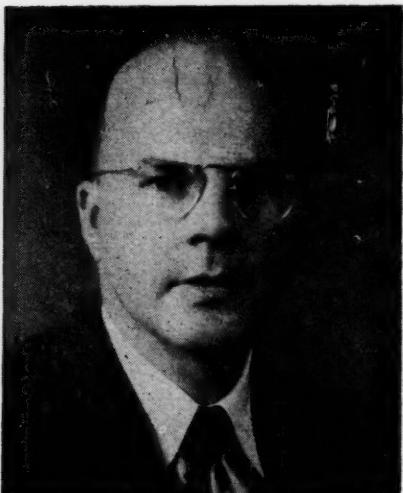
LLOYD V. DOUGLAS, Iowa State Teachers College, Cedar Falls UBEA President. Central Region



THEODORE WOODWARD, George Peabody College for Teachers, Nashville, Tenn. UBEA Vice-President



DOROTHY TRAVIS, Central High School and University of North Dakota, Grand Forks UBEA Treasurer. Mountain-Plains Region



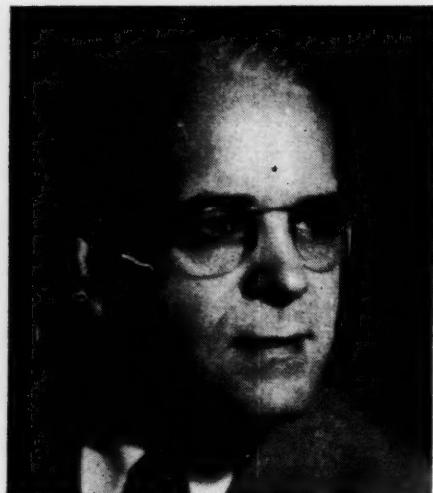
HARRY HUFFMAN, Virginia Polytechnic Institute, Blacksburg NABTTI President



ROBERT E. SLAUGHTER, McGraw-Hill Book Company, New York City ISBE President



PAUL S. LOMAX, New York University, New York City UBEA Past-President



HOLLIS GUY, Headquarters Office, Washington, D. C. UBEA Executive Secretary



HERMAN G. ENTERLINE, Indiana University, Bloomington RESEARCH President



GLADYS PECK, Louisiana State Department of Education, Baton Rouge ADMR. President. Southern Region

IN ACTION

New York City Convention

New York City will provide the background for what promises to be the largest summer meeting in the history of the NEA and UBEA. Madison Square Garden will house the general sessions and commercial exhibits of the National Education Association. The UBEA sessions will be held at the Statler Hotel. A "Come-one Come-all" luncheon will be the feature attraction for business teachers on Monday, June 28. Following the luncheon and program, the group will tour an outstanding business office and other points of interest in the New York area. Discussion groups of interest to business teachers will be held throughout the week. The Eastern Region of UBEA will hold its Representative Assembly prior to the luncheon session on Monday.

In addition to the New York City UBEA Executive Committee, the following prominent business educators in the Eastern Region are serving on the UBEA advisory committee for the convention: Emma M. Audesirk, Harold Baron, Clare Betz, Sidney Blitz, Lewis Boynton, Paul Boynton, M. Herbert Freeman, Joseph Gruber, Lloyd Jacobs, Benjamin Kuykendall, Dean Malsbury, James Meehan, Morris Miller, Milton C. Olson, Estelle S. Phillips, Clinton Reed, Louis Rice, William Selden, Lester I. Sluded, Elizabeth Van Derveer, and Galen B. Walker. The Executive Committee members are Paul S. Lomax, Hamden L. Forkner, and Robert E. Slaughter.

The UBEA National Council for Business Education and the Executive Committee of NABTTI will be in session on June 26-27 at the Statler Hotel.

The colleges and universities in the New York area are planning special courses, conferences, and forums to precede or follow the convention. In addition, the National Conference on Teacher Education and Professional Standards will meet at the New York State College for Teachers the week preceding the convention and the Classroom Teachers National Conference will be held at the University of Delaware following the convention. Information concerning the conferences may be obtained by writing to the UBEA headquarters office.

Summer Quarterly

Gladys Peck, president of the UBEA Administrators Division, has announced that the summer issue of The National Business Education Quarterly will feature "The Business Education Program in the Small High School." The summer issue, sponsored by the Administrators Division, includes the annual Directory of Business Education Supervisors in Cities of 100,000 or More Population, and of State Supervisors.

The issue is edited by Carlos Hayden and Nedra Lawrence of the University of Houston. Frances D. North of Western High School, Baltimore, is the associate editor.

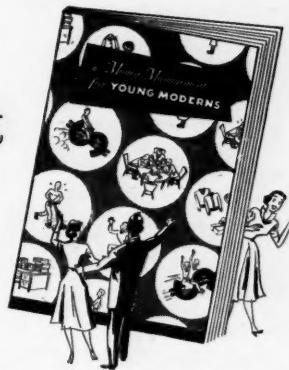
IMPORTANT DATES!

- June 13, 1954—Opening of FBLA Convention, Dallas, Texas
June 17, 1954—UBEA Representative Assembly, Mountain-Plains Region; and opening of MPBEA Convention, Dallas, Texas
June 28, 1954—UBEA Representative Assembly, Eastern Region; and opening of NEA Convention, New York City

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IN ACTION

ISBE

SO YOU ARE GOING TO EUROPE!

EDITOR'S NOTE: *The letter to the women members of UBEA-ISBE was contributed by Dorothee Hudzietz, Joliet Township High School, Joliet, Illinois. Miss Hudzietz was a delegate to the 1950 meeting in Denmark.*

Dear UBEA Travelers:

Soon you will be taking off on a grand adventure—one which includes the 1954 International Congress in Amsterdam and a trip through Western Europe. Experience has proven that your pleasure and comfort on the trip will depend largely on what goes with you. Of course, whether by plane or ship, you should travel "light," so here are a few tips on what to take and what not to take with you.

Luggage: Plan to take one big bag, a middle-size bag, and a little bag or bottle case—each should be sturdy, light-weight, distinctive in color, and easy to identify. Little canvas or leather duffel bags prove quite expandable. There is that most important of all bags and your constant companion—the purse. It should be selected most carefully—large, fasten securely, and of a color which complements each of your costumes. If the purse contains one or more zippers, it may eliminate a passport ease. A shoulder-strap purse leaves hands free for other "toting."

In addition to the necessary cosmetics, comb and other essentials, the purse should contain: passport and health certificate, American Express checks (ten dollars is the smallest denomination, therefore, carry approximately sixty one dollar bills), wallet for American money; wallet for foreign money (easier located if different in color), pen and pencil (ballpoint if flying), address book (filled out before you leave the U. S.), folders of soap leaves and a packet of special tissues for cleaning eye glasses. Also include a pair of rain or drizzle boots, a plastic raincoat which can be folded compactly to fit a purse, and possibly a folding umbrella. A small diary proves helpful to enter each purchase, when made, and price expressed in both foreign and American currency while you have the exchange in mind. It will save you much pencil gnawing later when listing importations.

Clothing: One pair of dress shoes should be sufficient, but at least two pairs of walking shoes are a "must." Six or eight pairs of nylon hose should suffice. One person "walked through" fourteen pairs last summer! Non-run mesh hose proved very durable.

Nylon, jersey, or knit dresses (two or three, one dressy dress but no formal or

ITALY, 1953 . . . United States official delegates to the Twenty-seventh International Economic Course sponsored by ISBE included (left to right) Mary Brown, University of Utah; Mrs. Whale and Leslie Whale, Detroit Public Schools; Dorothy Veon, The Pennsylvania State College; and Ralph Sherman, American Oil Company, Saudi Arabia, and formerly of Detroit. The group is shown at Montecatini in September 1953.

The 15-day course was held in the cities of Rome, Venice, Florence, and Milan. Social events, excursions, and economic lectures comprised the program. In each of the four cities a reception was given for the group by the Lord Mayor. The delegates had a special audience with the Pope at Castelgrandolfo which is his summer home near Rome. Some of the excursions showed the reprocessing of wool at Prato, the borax fields at Larderello, a chemical research plant at Navarra, and reclaimed land near Venice, as well as stores in Milan. The economy of Italy is based on agriculture; however, small industries are extremely active over the entire country. The so-called artisan craft (one-man industry) is traditional in Italy, achieving a high level of artistic merit.



dinner dresses) are recommended. Even one cotton frock could be included. Two or three nylon blouses (one dark), a nylon or jersey robe, and nylon lingerie are the things to take. Frequently, there is neither time nor facilities for pressing; therefore, nylon or jersey is recommended because it is wrinkle-resistant.

"Wear and take suits" is sound advice. A springweight lined suit and perhaps a summerweight suit are adaptable with blouses or a wool sweater and will add to your comfort on a warm afternoon in Vollendam, Holland, or a cool misty morning in Scotland. Separate wool or cotton skirts may not come amiss.

"When in doubt, leave it out" is a safe adage in packing; thus, instead of additional suits and dresses, take some accessories for giving your small wardrobe a new look—a flower, costume jewelry, a gold belt, a bright scarf, nylon gloves, and the like—these are the magic that do the trick. Small, inexpensive fabric cases furnish a safe berth for jewelry.

It is needless to mention that one light-weight wool coat, such as the dual purpose toptoe is an essential part of the wardrobe. Most women get along splendidly with only one well-chosen coat.

Fabric hats or berets are best. The addition of a veil conveys a well-dressed appearance on windy days. A bright scarf or tie-on veil also fills a need when crossing waterways.

Extras: There are many convenient gadgets for travelers which have been put on the market recently, such as cosmetic containers sans weight in the form of plastic bottles and jars, enclosed in a plastic kit; boxes of colored and scented cotton pellets which when dropped in water unfold into a full-size wash cloth.

Here is a miscellaneous list which may serve as a reminder: two or three coat-

skirt hangers, and international electric cord if you take a travel iron along, nylon pillow case, dry cleaner in powder form, clothesline and pins, sunglasses, cleansing tissues, tube shampoo, tooth paste, tooth brush, clothes brush, manicure kit, and a small sewing kit. For added pleasure to preserve the memories of a delightful trip, take a camera and plenty of film.

For your own well-being and peace of mind, a little medicine kit is in order. It might contain tablets to prevent seasickness, aspirin, mercurochrome, a cathartic, moleskin for tired feet, and a small quantity of various basic remedies peculiar to individual needs.

Do not take food or coffee because you will be served these beverages wherever you go. However, take your full quota of cigarettes, extra soap, and some chewing gum to give to others. At the most, your gifts will be small return for the many courtesies extended to you.

Shopping: These places are suggested as the best for purchasing the following: France—perfumes, gloves, berets, pictures; Brussels—lace, linens, bronze mannikins; Holland—tiles, string gloves, lace caps, silver jewelry; Denmark—porcelain, silverware; Sweden—glassware, pictures, woven goods; England—linen, porcelain, pottery, perfume, books, gloves; Scotland—woolens material, tartan ties and bags, wool scarfs and sweaters; and Switzerland—carved wooden and ivory figures, embroidered goods, blouses, watches, paper goods.

It is frequently said that one never knows what to take until he goes and returns. Leave your gripes at home and take with you good health, a seeing eye, and an eager, understanding heart—all wrapped up in a sense of humor and your trip will be all that you dreamed of and more.

Bon Voyage and Happy Landing!

DOROTHEE HUDZIETZ

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATION PRESIDENTS

Alabama: Mary George Lamar, Auburn
Arizona: Dick Mount, Temple
Arkansas: Gladys Johnson, Little Rock
California: Milburn Wright, San Jose
Colorado: Cecil Puckett, Denver
Colorado Eastern: Zane Hays, Sterling
Colo. Southern: Katherine McIntyre, Pueblo
Colo. Western: Reba Wing, Grand Junction
Connecticut: Lewis Boynton, New Britain
Delaware: Ed. Williams, Rehoboth Beach
Florida: Della Rosenberg, Starke
Georgia: Gerald Robins, Athens
Idaho: Helen M. Payne, Twin Falls
Illinois: Edith Sidney, Chicago
III. Chicago Area: Ada Immel, Skokie
III. Southern: Margaret Williams, DuQuoin
Ind. Indianapolis: Hubert Bowers, Martinsville
Ind. Evansville: Olive Smith, Oakland City
Ind. Ft. Wayne: R. H. Duffield, Columbia City
Ind. South Bend: Garth Cobbum
Ind. Gary: Arnold Corder, Hammond
Iowa: William Masson, Iowa City
Kansas: Nora Stosz, Wichita
Kentucky: John Tabb, Louisville
Louisiana: Kenneth LaCaze, Ruston
Maryland: Joseph Murray, Baltimore
Minnesota: Warren Meyer, Minneapolis
Mississippi: Kathryn Keener, Cleveland
Missouri: Lois Fann, N. Kansas City
Mo. St. Louis: Bro. James McCaffrey
Montana: Beulah K. Morris, Great Falls
Neb. Dist. 1: Jamesine Bourke York
Neb. Dist. 2: Alfreda Clark, Hastings
New Hampshire: Eva A. Owen, Colebrook
New Jersey: Emma Audesirk, N. Arlington
New Mexico: Becky Sharp, Portales
North Carolina: William Warren, Candler
North Dakota: Donald Aase, Lisbon
Ohio: Harold Leith, Cincinnati
Oklahoma: Ruth Fell, Norman
Oregon: Enid Bolton, The Dalles
Pennsylvania: Benjamin Kuykendall, Phila.
Penn. Philadelphia: Evelyn Duncan, Phila.
South Carolina: Sarah Zeagler, Blythewood
South Dakota: Quentin Oleson, Centerville
Tennessee: Cliffie Spilman, Clarksville
Texas: Velma Parker, Fort Worth
Texas Houston: Elizabeth Seufer, Houston
Utah: Glen Collans, Ogden
Virginia: Louise Moses, Norfolk
Washington Eastern: Celeste Kinder, Cheney
Washington Central: Cora Harms, Sunnyside
Washington Western: Wm. Toomey, Seattle
West Virginia: Britton Lavender, East Bank
Wisconsin: Ernest May, Milwaukee
Wyoming: Marie Thayer, Casper
Tri-State: Ward C. Elliott, Wheeling, W. Va.



WESTERN . . . Edwin A. Swanson (third from right) was elected president of the Western Business Education Association at the annual meeting held in Portland, Oregon. Shown with the new president are (left to right) Eugene J. Kosy, the retiring president; Claud Addison, the retiring vice-president; Evan M. Croft, 1952-53 president; Rose Voget, newly elected secretary; Theodore Yerian, 1950-51 president; and Hollis Guy, UBEA executive secretary. Not shown in the photograph are the 1954-55 vice president, Verner Dotson; and treasurer, Jesse Black.

Arizona

The 1954-55 officers for the Arizona Business Education Association are Dick Mount, Arizona State College, Tempe, president; H. F. Yost, Senior High School, Prescott, vice president; and Hazel Gaddis, Technical School, Phoenix, secretary-treasurer. These officers were elected at the recent meeting in Phoenix.

Mississippi

The Mississippi Business Education Association held its annual meeting March 19, in Jackson with the president, Ida Mae Pieratt, presiding. Vernon A. Muselman of the University of Kentucky was the guest speaker. The topic of his discussion was "Making General Business Classes Interesting Through Practical Pupil Activities."

The newly elected officers of MBEA were announced. They are Kathryn Keener, Delta State Teachers College, Cleveland, president; O. H. Little, Mississippi State

College, vice president; and Katherine Moak, High School, Picayune, secretary-treasurer.

During this meeting 17 business teachers either renewed or became new members of the Associations United, bringing the total UBEA-SBEA membership in Mississippi to 127, a new record for the state.

Illinois

Plans are being completed for the second annual conference sponsored jointly by the Illinois Business Education Association and the University of Illinois on July 12-13.

In addition to the professional meetings at which D. D. Lessenberry, Paul A. Carlson, and Robert E. Slaughter will be featured, guided tours and social events will be among the conference highlights. Reservation forms will be mailed to all business teachers in Illinois. Mark the dates on your calendar now and make your reservations for this important summer conference.

The Future Business Leader

For Sponsors and Advisers
of FBLA Chapters

FBLA at the National Level

Since the founding of the national youth organization, the Future Business Leaders of America, in 1941 by the National Council for Business Education (now the Executive Board of United Business Education Association, NEA), more than one thousand local chapters have been created as part of the extraclass program in secondary schools and colleges. The plan of organization includes local chapters, a state chapter in each state and territory, and the national FBLA.

Headquarters office for the FBLA is maintained at the NEA Educational Center in Washington, D. C. Here a staff under the direction of the UBEA Executive Secretary provides the local and state chapters with the following services:

1. Issues a national publication, *FBLA Forum*, for individual members of each local FBLA Chapter.
2. Supplies a national membership card and a seal appropriate to the degree achieved by each member.
3. Acts as custodian of the association emblem and for the

FUTURE BUSINESS LEADERS OF AMERICA OFFICERS AND BOARD OF TRUSTEES,* 1953-54

President:	BUNNY ROBESON, Culpeper High School, Culpeper, Virginia
Secretary:	NEIL DUDLEY, Plainview High School, Plainview, Texas
Treasurer:	CAROL DAVIS, Iowa State Teachers College, Cedar Falls, Iowa.
Vice Presidents:	
Eastern Region	MARYLYN VESLING, Warren High School, Warren, Pennsylvania
Southern Region	NANCY LEE, Lafayette High School, Lafayette, Louisiana
Central Region	CHARLES CHANDLER, Lawrence Central H. S., Indianapolis, Ind.
Mtn.-Plains Region	DICE BROWN, St. Marys High School, St. Marys, Kansas
Western Region	DEBBIE CHANDLER, El Camino College, El Camino, California
Ex-Officio:	LLOYD V. DOUGLAS, Iowa State Teachers College, Cedar Falls
	MARGUERITE CRUMLEY, State Department of Education, Richmond, Virginia
Executive Director:	HOLLIS GUY, 1201 Sixteenth Street, N. W., Washington 6, D. C.
Board Members:	
Eastern Region	HAMDEN L. FORKNER, Teachers College, Columbia University, New York City
Southern Region	GLADYS PECK, State Department of Education, Baton Rouge, La.
Central Region	RAY RUPPLE, Waukesha High School, Waukesha, Wisconsin
Mtn.-Plains Region	E. C. MCGILL, Kansas State Teachers College, Emporia
Western Region	JESSIE GRAHAM, Los Angeles Public Schools, Los Angeles, Calif.

*President, Secretary, and Treasurer are elected by state delegates at the National Convention. Vice Presidents are elected by state delegates and chapter representatives at the National Convention. Board Members are elected by the National Council for Business Education at the annual executive meeting.

distribution of official emblem pins and keys to the chapters and members.

4. Provides promotional materials; renders administrative services to local and state chapters, and to individual members concerning those phases of activities which are delegated to it by the sponsoring body; maintains records; and prepares audits.

5. Prepares and mails bulletins to state and local chapters; assembles and mails special packets of program materials.

6. Issues charters to local chapters upon the approval of the State Chapter Committee.

7. Investigates, approves, works with the organizing committees, and issues charters to state chapters.

8. Cooperates with institutions of higher learning and FBLA Committees in the several states and territories in the general promotion of the FBLA organization.

9. Performs liaison functions on the national level with other recognized youth organizations, adult professional and business organizations, and governmental agencies.

10. Assumes responsibility for activities usually performed by state chapters in those states in which state chapters are not yet organized.

11. In cooperation with the state chapters, renders advice and assistance in the inauguration and installation of local chapters.

12. Provides for the exchange of ideas at the national level for the successful operation of local and state FBLA chapters.

13. Assists in planning for and directing the national convention.

14. Provides consultative service to local and state chapters.

The FBLA organization provides for a National Executive Committee composed of the president, five vice-presidents—one from each of the five geographical regions in the United States and its territories—a secretary, and a treasurer. These student officers are elected at the national convention. Candidates for national offices must have the endorsements of the FBLA State Committee, the local sponsor, and the high school principal or college department head. The national sponsoring organization provides for a Board of Trustees composed of prominent business educators and advisory committees composed of business educators, businessmen and women, and school administrators. The Board of Trustees and the various advisory committees guide and assist the FBLA officers in establishing policies of the organization in line with the highest professional interests of business and business education.

Like many other approved national youth organizations which operate as a part of our school system, FBLA is financed by the students themselves. The income from dues is used exclusively for services to state and local chapters.

The FBLA organization is backed by the best in talent, thought, experience, planning, and experimentation in business education clubs over a period of more than ten years. Leading business educators and specialists in youth organizations have given generously of their time and experience to incorporate in the Future Business Leaders of America organization those activities, operating procedures, and principles that result in the highest type and most functional organization. Continuous experimentation and study are being carried on by the sponsoring organization, the UBEA, for the purpose of strengthening and adjusting the FBLA program whenever and wherever advisable.

BUSINESS EDUCATION (UBEA) FORUM

Index to Volume VIII (October 1953 to May 1954)

Articles and Contributors

EDITOR'S NOTE: The index to articles which appear in BUSINESS EDUCATION (UBEA) FORUM is an annual service to members, libraries, and summer-session students. Indexes to previous volumes may be obtained by sending a stamped (6c) and addressed-return envelope to the UBEA Executive Secretary, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The FORUM is owned and published by the members of the United Business Education Association. Articles which appear in the FORUM are approved for publication by the respective service editors. Ideas presented by the contributors do not necessarily constitute an endorsement by the publisher unless established by a resolution of the UBEA Representative Assembly and approved by the National Council for Business Education. The FORUM's staff welcomes articles submitted by first-time writers in addition to those solicited from experienced business educators.—H.P.G.

BASIC business

A "coming-out party" for the class in basic business. Ann Cromwell. 8:30 Jan '54

A five-year statewide basic business program. Ray G. Price. 8:22 Mar '54

Academic preparation for teachers of business subjects. Raymond B. Russell. 8:30 Apr '54

An advanced basic business course. Ramon P. Heimerl. 8:11 Mar '54

Contribution of popular magazines to consumer education. Wilmer Maedke. 8:37 Oct '53

Economic literacy for everyone or vocational competency for specialists only? (editorial). Howard M. Norton. 8:6 Mar '54

General business curriculum in the junior college. Hal F. Holt. 8:36 May '54

Give business law students a look at the UN—its legal aspects! Mary M. Brady. 8:34 Dec '53

Guidance in basic business—senior level. Dale P. Wren. 8:9 Mar '54

Issue editors, Gladys Bahr and Howard M. Norton. Mar '54

Producing a consumer television show. Clifton C. Thorne and Margaret Armstrong. 8:14 Mar '54

Pupil-centered business law class. Dale E. Mantz. 8:30 Feb '54

What is the status of consumer education in colleges and universities? Wilmeth C. Price. 8:17 Mar '54

Why teach consumer education in our secondary schools? Chester H. Wisnfske. 8:30 Nov '53

You have been chosen to teach basic business. M. Bernadine Bell and Lloyd E. Bevans. 8:20 Mar '54

BOOKKEEPING and accounting

An antidote for absenteeism. R. L. Thistlethwaite. 8:26 Feb '54

Arithmetic competency in bookkeeping. I. David Satlow. 8:11 Dec '53

Dramatization as a technique in teaching bookkeeping. Julius Antelman. 8:25 Nov '53

Good habits make good bookkeepers. Harold B. Cowan. 8:32 May '54

How can we help the student analyze transactions? Everett C. Silvia. 8:33 Mar '54

How much clerical arithmetic in elementary bookkeeping? Kenneth Zimmer. 8:16 Dec '53

How to improve the skills of bookkeeping students who are deficient in arithmetic competency. F. Wayne House. 8:14 Dec '53

Improving the arithmetic fundamentals of young adults. Francis G. Lankford, Jr. 8:19 Dec '53

Issue editors, Harry Huffman and William Selden. Dec '53

Machine arithmetic course. William Bubbers. 8:28 Dec '53

Make your bookkeeping course more practical. John A. Dettmann. 8:26 Jan '54

Research findings relative to students' achievement in bookkeeping and accounting. J. Virgil Herring. 8:31 Oct '53

Some practical suggestions for teaching business arithmetic. William Selden. 8:27 Dec '53

What about arithmetic in bookkeeping? (editorial). Harry Huffman. 8:6 Dec '53

What is the relation between business arithmetic instruction and bookkeeping instruction? M. Herbert Freeman. 8:9 Dec '53

What we know about bookkeeping—from research. Joint Committee on Coordination and Integration of Research in Business Education. 8:24 Apr '54

CLERICAL, general and office machines

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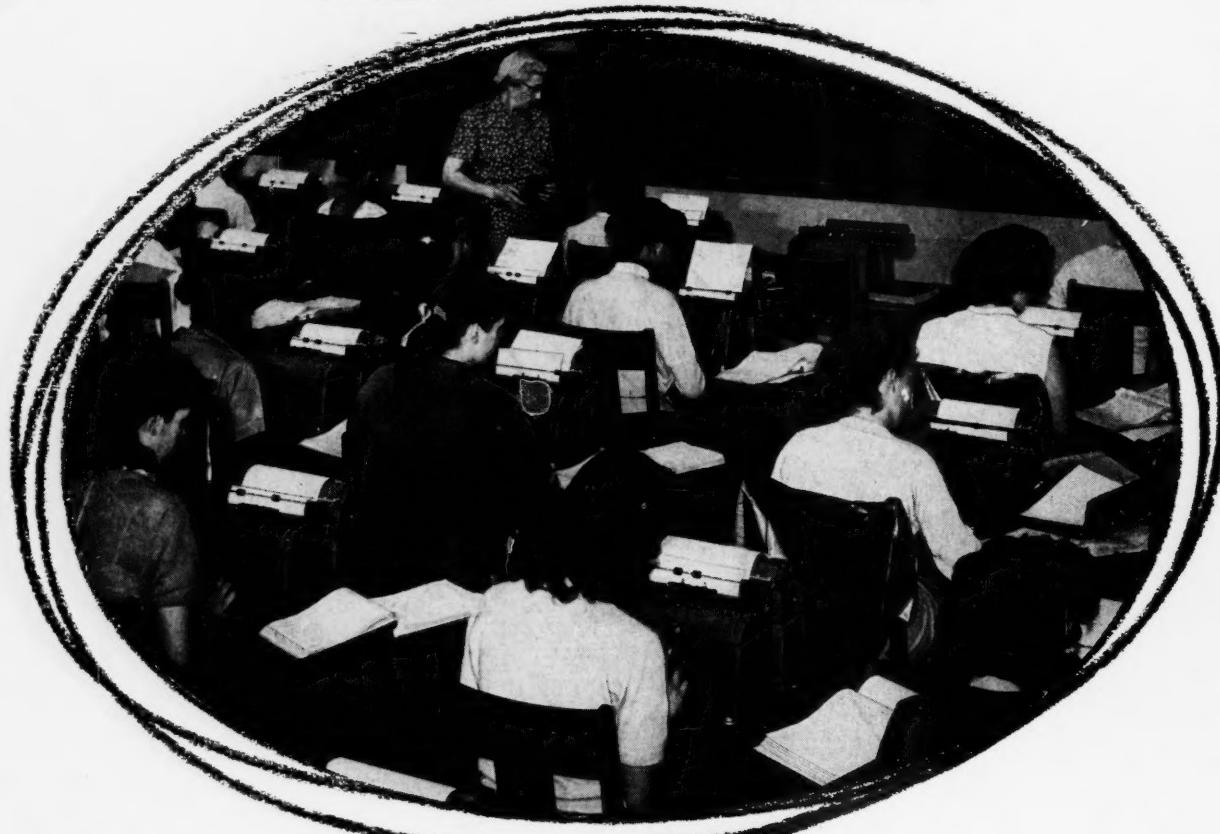
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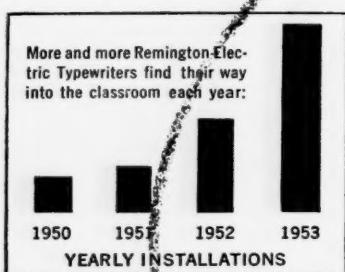
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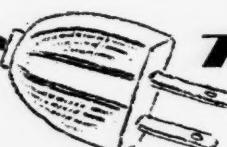
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